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—AND—

THE NATIONAL TEACHER.

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THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

JANUARY, 1878.

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ONE FEATURE OF MY GRADED-SCHOOL WORK.

My line of work for several years past is the taking charge of a graded school. The problem is, how to make my school a success; how to plan that the labor may be cheerfully, systematically, and faithfully performed; how to harmonize and unify the talents of my assistants; how to reach, through them, every pupil in attendance, educating each as much as his health and ability will admit.

With me I have had employed a corps of teachers, now fifteen in number, of various attainments and dispositions;—not those sometimes met with, who are either timid, indolent, or indifferent; not those who endeavor to intrench themselves in some Trustee's friendship, and then imagine themselves fixtures, though they give but little value received; not those who are so old-fashioned that they are past attending live teachers' associations, and yet are too tough to die and too poor to quit the business; but my assistants have generally good executive ability, show tact in conferring with parents, lead pupils to love study, have right methods of work, and strive daily to surpass themselves in skilfully applying those methods, and are ready to carry out my wishes in management and teaching.

In the many meetings of ecstatic educators, not only of this city and county, but of this State and neighboring States,

which it has been my privilege to attend, I have generally heard many *theories* proffered, and but little relating of experience of successful *practice*.

I trust, then, that on this occasion, if I reverse the usual order of things, and give a glimpse of *practice* work from my own school during a short time past, I shall not be unduly censured, although I am not aware I have anything new to offer, except to show *how* we endeavor promptly to undertake whatever can be best done under the varied circumstances that are continually arising from day to day.

In the particular department of *management* I have different forms of communicating my directions.

One is to call a cabinet meeting of the teachers, some morning about half-past 8, and discuss whatever business matters each can carry out best in their own way, and about which opinions are always desirable.

Another is to speak to teachers individually of faults necessary to be corrected, and of special class-work not applicable to other grades.

A third is, to make a brief memorandum of the necessities existing, and on a bulletin-board in my office, where the teachers rendezvous at morning and noon, to report their attendance—a posted paper gives the needed order—or in an emergency during the school session the announcements are sent around to every teacher by a pupil.

These may refer to almost everything that concerns a school; and I propose to give, under the third item above specified, actual orders as used by me within the present year, written out on the spur of the moment, to be promptly used to counteract some omission of duty, or to arouse or restrain the impulsive, the drifting or lagging elements of the school.

SEPTEMBER 3.—Teachers will please give scholars all necessary directions as to books needed, programme, recesses, marching, conduct in halls, on stairs, in yard, at pump, also conduct in coming to school and in returning home.

Try to start right this first day. Make things as pleasant as possible for new beginners. Cause the timid ones to feel at home. Record names, ages to $\frac{1}{2}$ of a year, parents' names, residences, etc,

SEPTEMBER 10.—Teachers will have a regular morning exercise of at least ten minutes, by reading some practical, interesting story, that will instruct rather than entertain, or in

giving advice as to morals and manners, and not use over five minutes in singing; also, please send to me scholars that are yet without the necessary books.

SEPTEMBER 13.—Teachers will consider themselves responsible for the order in that part of the yard of which their windows give an outlook; they will also insist on good behavior in their rooms at recesses and noon; will prohibit loud calling, bending out of windows, scholars placing their hands on each other, rapid walking, misusing of furniture, etc.; also, judiciously diminish the leaving of rooms during study hours.

SEPTEMBER 17.—Teachers will freely consult with me about methods of instruction in any branch where doubt exists. Some make their lessons too much like examinations, by avoiding explanations. Such exercises should be given sparingly, and then only for review in testing the thoroughness of their teaching.

Keep the blackboards filled with useful and attractive work.

SEPTEMBER 18.—Teachers will give careful attention to *ventilation*. There seems to be more lack of judgment in a proper opening of windows and transoms than in nearly everything else done outside of instruction. The delicate, and those just recovering from sickness, should be exposed to no direct draft of air.

SEPTEMBER 21.—To-day being inclement, children will be cautioned to watch closely their umbrellas, as from similarity there may be wrong ones taken as they go home at noon.

SEPTEMBER 27.—Teachers please forbid scholars from walking on the railroad track.

From pulling and eating green walnuts at school.

From lolling around on desks and sitting on their feet.

Also, insist on scholars *reporting* after every absence or tardiness.

On keeping a neat desk and clean floor.

On their pupils obeying other teachers.

On removing hats at the outside door and having them hung in the places assigned before taking their seats.

OCTOBER 4.—Teachers will not give any instruction during recess, but devote their time to the halls and playground, and endeavor to improve the conduct of every pupil that they may notice in disorder.

The first three minutes of recess should be "*going-out time*." Continued coming and going as a scholar may take a notion, is decidedly objectionable.

OCTOBER 9.—The pumps must not be used except to fill buckets. Cleanliness there must be insisted upon, wash water must be emptied as soon as used, and the basin inverted.

The seats in the yard must not be stood upon, fences must not be climbed, and throwing of pebbles, or anything but a ball in playing, is prohibited.

OCTOBER 12.—I regret that some teachers do not keep in mind all my directions. Such may hereafter copy the important ones.

Every teacher must be a good housekeeper, and regulate their rooms in all the details.

Have some system in taking books and slates from desks, and in returning them; also, in scholars carrying their books as they go to a recitation.

Break up the sing-song tone in reciting tables and other concert exercises.

Instruct children to report immediately at home when dismissed at 4 o'clock, before they go elsewhere for visits or play.

OCTOBER 16.—Teachers will give the Trustees who desire it full information of all cases of *frequent tardiness, irregular attendance, truancy, vicious conduct, and confirmed dulness*, and endeavor to interest them in all attempted reforms. It is a good plan for each teacher to have a small memorandum book, indexed, and then record each troublesome scholar's conduct as follows: "Date; Aaron Jones; disorderly in room; punished; father informed by postal card." "Jane Jinks; writing improper notes; notes put in an envelope and sent to her father," etc. Then when the parent complains the teacher would have the record of former offences also, which is for him a most decided advantage in settling such accounts.

OCTOBER 19.—I wish teachers to check the influence of scholars who *sneer* at good advice; also, of those who are quoting what their parents say "the teacher *can* or *can not* do." Allow no scholar to have more influence in your room than you have. Teachers in reviewing will follow the course of study—not as they imagine it or have heard somebody else say—but as it is laid down in the annual report or printed direction leaf.

Insist on *border-ruling* and the regular style of heading for every slate and paper exercise. See that each scholar has his or her full complement of equipments—sponge, ruler, blotting-paper, eraser, etc. Let each teacher have on their table, for their *own personal use*, a complete set of every text-book used

by them in giving lessons, so that they need not borrow of scholars.

OCTOBER 29.—Will teachers remember that next week is "report week," and do all they can now on their Registers to avoid their work driving them then?

Call on the janitor for all necessary room cleaning, for he is to serve every teacher.

NOVEMBER 2.—Teachers will endeavor to be very circumspect in their dealings with parents. They will find, in making that business acquaintance which every teacher should have, that there are some who can appreciate competent teachers, and will try to make them happy in their work. There are others who are envious, easily offended, who discuss school tales and reflections on teachers before their children, and thus make instruction and discipline more and more difficult from day to day. There are others that care little for schools in any way. Their children swell the tardy and absentee list, and the parents regard such defections with utter indifference.

In conferring with all these, blend sound judgment with courteous deportment in attaining the scholar's greatest good.

NOVEMBER 8.—I would announce to the teachers that I have arranged with Misses A. B. and C. D. to substitute for any English teacher when absent. By this I mean no disparagement to those who have been thus heretofore employed; but these ladies are residents of this district, have received here their common-school education, have afterwards qualified themselves by a higher education for the profession, are well known and highly esteemed by this community, and thus have, I think, a stronger claim to situations in this school, either temporary or permanent, than those from some other locality. I shall invite them here frequently that they may become well acquainted with the special work of each room, and then when needed they can render the more efficient service.

Such are a few specimens of this feature of my school machinery. I have followed this course for several years to a certain extent. Any special circumstances, holidays, or patriotic occasions are noted. Any suggestions of the Superintendent, any interesting legislation of the School Board, any pointed and stirring thoughts afloat in the educational community, even the leading topics brought before this Association to-day, will find their way to my assistant teachers when the suitable opportunity offers.

Then, as the school year passes, and June comes with its finishing, and examinations are held and work is measured, and results are known, it is most likely that a final announcement, something after this manner, will ornament my most prominent blackboard:

"The Principal of this Intermediate and District School hereby heartily congratulates his fellow-teachers on their general success during the past school year, and willingly gives the credit of the high standing of the school to their faithful, conscientious, and enthusiastic discharge of every duty. So with work done—with scholars loving learning because made attractive, with directors and parents regarding our school as in the hands of the most honorable instructors that can be obtained—we shall rest from our labors and commence enjoying what we hope will be a successful vacation."

Cincinnati, Ohio.

M. S. TURRELL.



A HINT ON VENTILATION.

A satisfactory process of ventilating our school-rooms has not yet been devised. To open windows at the top is not a good thing, although it is sometimes a necessity. For my own part, under ordinary circumstances, I had rather spend the day in a close room than to suffer the consequences of having the cold air beat down upon my head and shoulders. As a rule, I think open windows are more dangerous than open doors.

But there is a very simple way of admitting cold air into a room so that no harm will be done. In my own experience I have found it so successful, and I feel so thankful that I learned of it, that I can hardly refrain from describing it for the benefit of fellow-teachers who may not know of it, and who are compelled to choose between impure air on the one hand, and dangerous drafts on the other.

If you examine the sashes where they join or meet at the middle of a window, you will find that the touching surfaces, or the parting-rails, as I believe carpenters call them, are bevelled so that if the lower sash is raised in the least, the surfaces no longer touch, and a corresponding opening is made between the sashes. If the lower sash is raised to a distance greater than the thickness of its top rail a larger opening will be made from the fact that the glass is set in an inch or so from

the outer plane of the sash. By raising the lower sash to a proper amount and closing the opening below it, the outer air may be admitted with very little risk to anybody. The value and safety of this plan consist in this:—the air admitted enters with a motion directly upward toward the ceiling, and not downwards upon the heads of the children. By its direction upward, and entering as such a thin, broad mass, it quickly mingles with the warm air and is diffused, even if it is not warmed, before it descends to the lower parts of the room, and thus does no harm. Of course no curtains or inside shutters must be allowed to change the direction of the current.

How shall the opening at the bottom of the window be closed? The simplest, though not the best way, is this:—Raise the lower sash, and in its place at the bottom, fit a piece of board two or three inches wide, and then shut the sash down onto it. This leaves the desired opening at the middle of the window, and if the board is nicely fitted, prevents the cold air from entering directly into the room below the sash.

Every window should be thus provided. It is better to place a narrower board—say one inch or less in breadth—in the bottom of each window than to put a wider board in only one or two windows. The great object is to admit a small amount of diffused air at each of many places, rather than a large quantity at one or two places.

However with this arrangement, in order to lock the sashes, or to alter the size of the opening between them, the board must be removed from below. A more perfect plan is this:—Fit the piece of board in permanently just outside or just inside of the lower sash. The board should not reach *quite* as high as the top of the bottom rail of the sash. Upon the top edge of the board nail a piece of weather-strip, so that the rubber will press hard against the lower rail of the sash. The sash can then be moved freely without disturbing the board; while the cold air cannot enter, if a good job has been done, so long as the bottom of the sash is not elevated above the weather-strip. If the rubber is adjusted properly, any other defects in the workmanship can be remedied by caulking with paper or rags. Most lady teachers can get the boys to furnish the lumber and do the work—pieces of store boxes are always available, and nothing better is needed—while less than ten cents will furnish the weather-strip for the widest window.

No better means has been found of removing air from a room

than an open fireplace; and if you can keep your room warm, and keep your stove door open, even if it is a small door, you are doing more than you realize to change the atmosphere in your room.

Most of our village and city school buildings have ventilating flues. Ordinarily into these flues are two openings in each room—one near the ceiling and one near the floor. Never close the bottom one is a good rule, nor the top one if you can warm your room with it open.

Practically the builder has partly closed the lower opening for you in a way that you ought not to allow. If you will investigate, you will find that the perforated iron plate which constitutes a part of the register lessens the capacity of the opening by at least one-half. Go to work and take the whole register out entirely. Put it down cellar and keep it there. There is no danger of too much air escaping by that lower opening. You and your pupils have a right to its full capacity. Guard carefully against waste paper finding its way there, and the possibility of fire. If necessary, get a piece of the most open wire cloth and tack up. But any how, have the benefit of that full lower opening.

Woodward High School, Cincinnati, O.,

E. O. VAILE.

November 22, 1877.

EDUCATION DEFINED IN TERMS OF ORGANIC PHENOMENA.

§ 4. THE FUNDAMENTAL LAW OF MENTAL UNFOLDING.

4. *The differentiation of mental impressions.* By *differentiation* is meant the vital process by which an unfolding organism, through a structural change in its parts, becomes endowed with diverse functions. Inorganic bodies increase in size, as in the case of crystals, by simple aggregations to their external surfaces. But organic bodies grow and unfold from within outward by the processes of assimilation and organization. The primordial form of animal life is the simple homogeneous cell, which by successive changes and differentiations becomes unfolded into a complex organism. Thus nature's method, which has been truly termed "the archetype of all methods," is a progressive development, an orderly unfoldment, from simple homogeneous forms into complex and differentiated structures.

This organic law which formulates the process of the physical or bodily life of man also truly expresses the manner in which his mental life rises into a "complex intelligence. The mental organism with its specialized faculties and functions is also unfolded by successive differentiations out of the simple homogeneous states of consciousness. Modern psychology has shown that the complex fabric of thought is built up out of simple sensations or impressions which by being combined and recombined in an ever-increasing complexity unfold into perceptions, memory, imagination, ideas, and judgments. Perception, the simplest function of the intellect, consists in a consciousness of relations of difference and likeness *directly* apprehended; while a process of reasoning, however long, consists in a consciousness of the same correlative set of relations *indirectly* apprehended.

As the mind by this process of organic development rises into the perceptive phase of psychical life mental impressions caused by external agents gradually awaken a consciousness of *self*, in contrast to the *not-self* as composing the external world. Through the action of external bodies upon the nervous organism, the tactile and the muscular sense become developed, and serve as the media through which ideas respecting the statical and statico-dynamical properties of bodies are conveyed to the mind. Thus mental impressions become differentiated into ideas of form, size, position, and hardness, smoothness, roughness, and flexibility. In the mean time the other senses are becoming developed into their specific functions of conveying to the mind ideas respecting the dynamic properties of the external world, such as sound, color, odor, and taste. By training and exercise a further differentiation takes place in each separate sense, so that different impressions received through the same medium, as the ear, are distinguished with the greatest ease and accuracy. In this respect the olfactory sense stands the lowest in the scale, since we have no names for the different kinds of odors, but describe them by comparison; while hearing is the most highly differentiated of all our senses, and is hence, par excellence, our intellectual and spiritual sense.

5. *The integration of mental impressions.* By the term *integration* is meant in biology the vital process by which all the different parts or organs of a living structure are knit together into an organic unit through their mutual dependence and co-opera-

tion. The degree of coherency and dependence among the different parts of an organism is determined by its complexity and specialization of function, so that in the process of life differentiation and integration proceed together. In harmony with this double process all the parts of the bodily organism tend to grow and develop together, that the symmetry and beauty of the human type may be realized. One organ, as the heart, or the brain, can obtain its due supply of life, and thus grow and develop only as all the others are in healthful action, growing and developing with it.

We find that this principle of organic integration, which operates in the growth of the body is also strikingly exemplified in the growth of mind. Modern psychology has established the important truth that the process of knowing, in its ultimate elements, involves only three primary forms of mental action, namely, the perception of *difference*, the perception of *likeness*, together with *retentiveness* by which past impressions are held in the mind. The fact that the nervous organism possesses the property of retaining, organically, the impressions made upon it through the senses, renders possible the beginnings of knowledge. Through the action of the sense organs impressions, or residua become organically wrought in to the nervous mechanism. This nerve memory and retentiveness constitute the physical side and condition of mind and memory and retentiveness. These impressions are perceived by the mind and wrought into the fabric of thought under the correlative relations of difference and likeness. By thus integrating and assimilating simple states of consciousness, as perceived under this double aspect, like with like, the theoretic with the axiomatic, the unknown with the known, and the new experiences with the old, a complex and specialized intelligence becomes developed. We thus see that mental growth and development, and hence education, are an organic process, in which the higher and more complex products are unfolded out of the lower and more simple ones. However complex becomes the mental structure as evinced in the extent of its knowledge and the diversity of its functions, all its states and intelligent experiences are elaborated out of simple perceptions of difference and likeness which are the ever-recurring elements of all knowledge. Just as bodily life is maintained by the integration of nutrient material, so mental life is carried on by an incessant classifying of the multitudinous experiences, like

with like, which flow into the sphere of consciousness. Thence impressions which cannot be classed or integrated with others which have become an organic part of the mental organism cannot be worked into the fabric of thought, and made to contribute to the growth and development of mind.

Thus through the conjoint action of these two processes together with memory the mind is constituted a spiritual unit, the phenomena of which take place in time. Without the power of memory the passing moment, the impression of the instant, would be the sum total of our conscious life. The operations of the mind would consist of vanishing impressions which would become disintegrated and fall into oblivion before they could have time to organize themselves into the complex products of the intelligence. In abnormal mental action caused by insanity, or by the use of Indian hemp, the mind loses this power of integrating its conscious experiences into a coherent whole which shall correspond to objective realities.

6. *The law of mental evolution.* The foregoing states and processes constitute the complex operation in nature known as organic evolution. This law, discovered by Von Baer, the German naturalist, has been worked and correctly formulated by Herbert Spencer, the English-philosopher. Modern psychology in showing that mind is a manifestation of life embraced in the synthesis of organic development, has thus brought it also within this comprehensive law. Mind, in common with all other manifestations of life, is a progressive development from the simple to the complex through the differentiation and integration of simple states of consciousness. Evolution, as it thus operates throughout organic nature, both physical and psychical, may be defined as a continuous and orderly development from a simple and homogeneous state to one that is complex and heterogeneous,—a process in which the final stage is but the full unfolding of the promise and potency enfolded in the beginning.

Such a view of mind is essentially and fundamentally different from the metaphysical theory, as set forth in text-books on mental philosophy. A conception of mind which as opposed to the old statical theory may be truly characterized as dynamical, must have a marked effect on educational ideas and methods as it becomes understood and appreciated by teachers.

By thus contemplating mind from the dynamic point of

view, we are led to consider mental development, or the educational process, in its relation to *force*. Evolution, both physical and mental, involves the expenditure of large quantities of force. In mental action the nerve force, which forms the physical condition of psychical manifestation, may be expended either along the ingoing nerves and brain cells, or along the outgoing nerves. The former expenditure of force conditions intellectual action, the latter volitional action. But whether the nervous energy is expended either way, the law of organic evolution is a true expression of the manner in which the fabric of intelligence both as intellect and will is developed. Muscular movements as the expression of volition which are simple and easy must first be mastered. These become the basis of others which are more difficult and complex. By thus combining and recombining movement with movement, and one series of movements with another in an ever-increasing complexity, muscular actions which are, at first, performed slowly and laboriously, become organically integrated and fused together, and can hence be performed with automatic ease and precision. This evolution and training of the will constitutes what may be truly termed muscular education, of which in American society there is great need, because it lies at the foundation of dexterity and artistic industry. By such a training and development of the will the crude materials of nature may be wrought into forms of use and beauty.

We have now before us what we take to be the fundamental law underlying the educational process. Whatever other essential and fundamental attributes education may possess, it must be an evolution of the faculties of the soul in harmony with the nature of mind as a manifestation of life and growth. Since this law expresses the organic process according to which life in general unfolds, it must furnish the superior or proximate concept within which education in a philosophic definition of it should be embraced. As out of the reciprocal action of mind and body we deduce the *conditioning* law of education, so out of the nature of mind as an unfolding organism we derive the *genetic* law according to which the mind grows and develops into a specialized intelligence.

St. Paul's College, Palmyra, Mo.

J. M. LONG.

(Concluded next month.)

THE ECCENTRICITIES OF ARITHMETIC.

That branch of the sciences to which Arithmetic belongs differs from all the others in such a way that it may truly be called eccentric.

A writer has said,—“In every other branch of science, truth is veiled under theories; whilst, in Mathematics, she appears unclouded by a single doubt.”

Arithmetic, the first born and most widely known child of Mathematics, is perfect in this distinctive feature if we except its arbitrary foundation.

The foundation of every independent science is common in that it is arbitrary. Written language is founded on the arbitrary basis of the Alphabet. Orthography and Grammar depend on the arbitrary rule of the common usage of scholars. Geography must arbitrarily build itself on imaginary circles and the testimony of explorers. So with all the separate sciences. They must choose a starting-point, not from cause to effect, but from the simple rule of convenience. Arithmetic has its arbitrary characters. On these all its calculations are based. They are the fundamental part of Arithmetic. The Arabic system of ten arbitrary characters is now in general use, but any arbitrary system could be employed. The value of an Arithmetical computation will be the same, whatever system of notation is used. Notation, so far as it extends beyond the arbitrary characters, is purely mechanical and not fundamental. Addition is not arbitrary. It is not fundamental. That the sum of two and three is five is the logical, the inevitable consequence of combining the values of those two arbitrary characters. Subtraction is the reverse of addition and just as logical. Multiplication is a short way of adding, and division a short way of subtracting.

Starting on a common arbitrary ground, Arithmetic goes forth to never-failing certainty in its every result. Its intellectual exertions are to work out results. There is no ground for dispute about a Mathematical result obtained on purely Mathematical principles. In all other sciences the mightiest struggles are, often, not to obtain results, but to prove the reliability of results obtained. I take up a problem in cancellation, greatest common divisor, least common multiple, common or decimal fractions, and find that these subjects are all varied combinations of the arbitrary characters, just as certain in their results as it is certain that two and two are four.

More than this, I know that these results have always been the same; for one has always been one; the ten characters have the same value now that they had when they first came into use; and far back of the origin of Arabic figures, even to the beginning of time, when God numbered the seven periods of creation, numbers had the same value that they now have. I take up a word in the English language and, tracing it back to the early days of our vernacular, find that it has varied, perhaps more than once, in its spelling and pronunciation; looking forward, I can but expect that the common usage of scholars will fluctuate as often in the future as in the past; and I am fortunate if I meet with no greater difficulty than this in the study of language; for lexicographers frequently differ as to what is good usage in regard to many words.

Looking into compound numbers, I find that the most intricate problems of currency, weight, or measure, are readily traced to an inevitable conclusion by the patient application of the values of the arbitrary characters. Varying my line of observation to Geography, I see the boundaries of nations continually changing; countries that were fertile and prosperous one age, barren and wretched the next; land sinking beneath the surface in some places, rising above it in others, and coral islands gradually becoming inhabitable; and new discoveries constantly announced, invalidating or enlarging the old; so that the geographies which I studied in school are not reliable for my children.

By the laws of percentage in Arithmetic we are able to give indisputable values to principal or interest, present worth or amount, time or rate. The success of great business houses depends largely upon the accuracy of the financial calculator.

It is well for the business of the world that carefulness in Arithmetical calculation is all that is needed to insure against the possibility of Arithmetical mistakes. Some men love the study of Mathematics more than others; but its hidden riches can be greatly developed by any persevering student with unvarying reliability. If the debt which our first parents brought upon our race could be reduced to figures, and the rate at which unthanked mercies have been accumulating could be decided upon, at the end of time the mighty price of the ransomed soul could be computed to a certainty. "Figures do not lie." Geology derives much of its information from figures (differing in kind, it is true, from those used in Mathematics),

but, before it can be formed into a science, it must wed its figures to uncertain theories; and its successor, History, even in this enlightened day, is discounted more or less because its authors are fallible.

Take a mental tour through the extraction of roots and the development of series, and, if you have been careful to inform yourself as to the journey, you will all the time meet with the most gratifying certainties, and at the same time be pleasantly surprised to see how easily and simply every thing in Arithmetic is built up from the arbitrary characters. Similarly inspect Grammar, and you find the masters in strife over such things as the origin of language, the common gender, the potential mode, and the syntax of the abridged proposition.

Investigate the subject of analysis in Arithmetic, and you discover that every fair problem in figures, from its first to its last step, points to an unavoidable conclusion. Carry analysis into Logic, and you behold that relentless science afflicted with many an uncertainty on the field of its own choosing. The skeptic Hume put forth this syllogism: "We have experience of the frequent falsity of testimony; the occurrence of a miracle is contrary to our experience; therefore no testimony should be allowed to establish a miracle." This argument confused many who did not believe it, and encouraged others to believe what is not true. The more profound logicians were able to perceive the fallacy; but to most people, as far as Logic was concerned, the argument was a matter of doubt. On account of the short-sightedness of man there are questions on which the most perfect logician can only be mistaken. A few hundred years ago a syllogism about the form of the earth would have run this way:—An inverted well will not hold water; if the earth were round some of its wells which hold water would be inverted; therefore the earth is not round. Thus we see that Logic, which sits as judge and jury upon all reasoning, is very fallible. In these two syllogisms we incidentally learn that some of the processes of Theology and Astronomy are debatable on the ground of uncertainty.

I have said that Mathematics is eccentric. It is so from a terrestrial stand-point. We are taught that in the celestial world we shall know as we are known. So, I suppose, there "The tables will be turned." While Mathematics here seems to be the exception, the forlorn hope because of its invariable certainty, it will there be the rule; for in that happy country

all things must be like him "With whom is no variableness neither shadow of turning."

By thus pointing out the peculiarities of Arithmetic and kindred branches I do not mean that Mathematics is a better or greater study than any other science. These other studies, now clouded by theories, will one day be cleared of mystery. They serve an invaluable purpose here. They invite us to patient research, and then compel us to have faith where we cannot know.

Intelligent faith is the most useful characteristic we can have. The devotee of science who sneers at faith, builds his very infidelity on faith,—faith in the theories with which he has attempted to bridge the chasm between the known and the unknown; the faith by which he forms conclusions in the sciences he loves is not metaphysically different from, and is in no way more intelligent than the faith that is called spiritual. Let no scholar despise faith. He can not be a scholar outside of pure Mathematics without faith.

If it be charged that eccentricities are oddities, and that the peculiarities of Arithmetic which have been mentioned are not oddities, I answer that we view this phase of the subject as disinterested observers. If we could clothe the sciences with human nature, not excepting human weaknesses, all the other sciences, while they might secretly envy the perfection of Mathematics, would turn up their noses at the unfashionable sameness of precision in all its operations.

There are many extremely interesting combinations of figures which, properly understood and illustrated, would amply reward the patient student for the time and toil required; but these belong to the wonders of Arithmetic, not to its eccentricities.

Mt. Sterling, Ohio.

C. L. CLIPPINGER.

THE TRUE END IN EDUCATION.

What is the end to be attained in the work of the teacher? The answer is ever ready and easily given,—the education of the child. But what is education? I hope it will not be deemed presumption on my part if I attempt to answer this trite, but surely not unimportant question.

First, then, let it be understood that education is a state or

condition of mind, not a process, not some external metaphorical agent, like an artist,—like a sculptor,—operating upon the mind, drawing out in some indefinable way the powers, the beauties, the excellencies of that noble part of human nature. This state or condition of mind which is the object of this inquiry is not of a degree such as to fit its possessor to fill the presidential chair, to shine in our legislative halls, or to take foremost rank in science; but it is a state which may and should be possessed in varying degrees by every pupil before quitting our grammar schools, or even before leaving the higher grades of our primary schools. It is not that state of mind which *must* result in making brilliant scholars; but such a state as will make them good citizens, willing and able to know the truth on all questions relating to the common duties of life, and lead them to cultivate, as a pleasant pastime of life, the studies which they could but begin in their school-days.

It is a developing state,—a developing in a true order, of the native, dormant powers of the mind, brought about, not alone by the exercise of some external force, but mainly by an inherent principle of activity, found in the mind itself. Teaching cannot create faculties. These whether strong or feeble must be in the mind to begin with. The teacher must work upon what he finds just as there are found in the seed-grain the germ cells of leaf, flower, and fruit, and a vital power to urge them, under favoring circumstances, to complete development; so in the most infantile mind, exists in a state of great feebleness all the faculties exercised in riper years, with an actuating principle, which, with the fostering care of the teacher, will push those faculties into a state of healthful activity.

It is a state of increasing strength. It begins in complete dependence upon the teacher's power, it ends in its highest perfection, in a state of complete self-reliance. Every step in his progress has been taken, not so much for the step itself as for the power-developed tendency to enable the pupil to take the next step alone. It is not so much the end in teaching to impart knowledge, as it is to develop the power to acquire; not so much to increase the capacity to receive, as it is to increase the power to originate. It is a fundamental error to suppose that, by pouring into the mind a vast amount of knowledge, a wise man must be the result. "Such men will prove but learned

fools, who are continuously created, yet never able to create; heirs of all ideas, but originators of none."

But the most important characteristic of the state of mind here pleaded for is that it should be a willing state,—a state of voluntary effort,—a state of spontaneous activity,—a state which is essential to lead to self-education in after life. It is important to have the child's powers strengthened by exercise, but it is more important that the child should be willing to exercise those powers. It is indeed important to communicate knowledge, but it is still more important that the child should consent to receive it. Every step taken in the work of instruction is taken not so much for the knowledge acquired, nor indeed for the power gained, important as it certainly is, as it is for the increased desire aroused prompting the pupil to take the succeeding steps for himself.

The true growth of mind depends upon the quantity and quality of mental action. The quality of mental action depends upon the motive which prompted it. When this action springs immediately and naturally from the love of mental activity and of knowledge, it is action of highest value and will lead to the most desirable results, both in the school days of the pupil and in after life. It is only by thus repeatedly and constantly passing desire into its appropriate action that that action is rendered habitual—spontaneous. Mere repetition of mental action without its appropriate desire will not avail. Years of repetition of forced acts of abstinence in a State's prison will fail to establish the habits of virtue and temperance in the convict's life. In returning liberty his pent-up passions will rebound with the greater violence, demanding compound interest of indulgence upon the long denial to their gratification. In education, intellectual, moral, and religious, there can be no divorcement between action and its appropriate motive without serious injury. What God hath joined together, let no man put asunder. In the child's early years while he is under nature's teaching she never commits the blunder of requiring the pupil to do what he does not wish to do. His actions sprang from their natural antecedent desire to act. His wonderful progress in learning has been the direct sequence of his desire to learn. His language has been acquired from his constant desire for expression. Nature has caused necessity, novelty, variety, and their conspiring influence on his happiness to combine to arouse in him the desire to act.

The teacher in taking the place of nature if he would succeed must follow in her footsteps. He must first arouse the desire to act in a certain direction, before he requires that action. He must leave the pupil to a perfect liberty of choice in the matter of learning, but it is his highest duty, as it no doubt will be his most difficult, to see that the pupil make the choice in favor of learning. It must not be supposed that the teacher has nothing to do with the desires, the feelings, the emotional part of the pupil's nature; but that he has to deal with the intellect only. A more fatal mistake could not be made. Let it not be supposed that when he is cultivating the intellect, he is cultivating a power that moves and controls the man. The intellect is not a prime moving power, but is itself moved by the passions, and cultivating the intellect is only furnishing a more highly improved instrument by which the passions may attain their gratification. A true system of education should deal with these main-springs of action. If Themistocles, who governed Athens, was himself governed by his wife, and his wife by their son, then wisdom would dictate that to gain control of Athens, full control of the son should be the first great object. If the educator deal with the intellect only, and leave the desires to be aroused, maintained, and strengthened by folly, fashion, and sensational literature, then nothing is more plain than that folly, fashion, and sensational literature will control the man, and the responsibility must rest with the educator who fails to see and comprehend this duty in his work.

It will be seen that there are two essential characteristic states of mind to be produced as an end in teaching, power and inclination. Power to acquire and the desire to acquire; power to observe and the desire to observe; power to reason and the desire to reason; power for any mode of mental action and the permanent, spontaneous desire for that action. These exert a reciprocal influence upon each other. Neither can exist in its perfection without the other. Power will soon dissipate without desire, and desire will languish without power. Power must be increased by action stimulated by desire; it must be maintained by the same means. Desire must be aroused and maintained by the successful exercise of power.

J. B.

EDITORIAL DEPARTMENT.

—In our table of existing school journals in America given last month we made our Ohio journal the oldest by six months. In this it seems we were mistaken. We learned when in Washington last month, from the Hon. J. P. Wickersham, Editor of the "Pennsylvania School Journal," that the first number of that journal was also issued in January 1852, thus making its birth and that of this journal in the same month of the same year. Hence these two journals are now the oldest surviving school periodicals on the western continent. It is interesting to observe also that the Indiana School Journal comes next, the first number being issued in January 1856. We offered the motion whose passage resulted in the establishment of the Indiana journal. We hope these lusty school monthlies may live yet a hundred years or more. Our mistake as to the Pennsylvania School Journal originated in the numbering of the volumes. It seems that the time of the beginning of the volume has been changed from January to July, at some time, we do not know when. We here take occasion to give some additional facts in reference to the history of educational periodicals in this country. The teachers of Ohio have not been without a school journal since July 1, 1846, the date of the establishment of "The Ohio School Journal" at Kirtland, by Dr. A. D. Lord, the first editor of this journal. At that time there were but five other school journals published in the United States, "The Connecticut Common-School Journal," published at Hartford, established in August, 1838, "The Massachusetts Common-School Journal," Boston, established in January, 1839, "The District-School Journal of the State of New York," Albany, established in March, 1840, "Teachers' Advocate and Journal of Education," Syracuse, established in September, 1845, and the "Journal of the Rhode-Island Institute of Instruction," Providence, established in November, 1845. The first six numbers of "The Ohio School Journal" were published at Kirtland and the remaining numbers at Columbus. "The School Friend," Cincinnati, Ohio, was established in October, 1846. These two journals were united in January, 1850, and published in Cincinnati under the editorship of Dr. Lord, and continued until the establishment of this journal by the State Teachers' Association with Dr. Lord as the chief editor. Before the establishment of "The Ohio School Journal" in July, 1846, there had been published in Ohio, eight school periodicals, beginning with "The Academic Pioneer," the first issue of which appeared in July, 1831, in Cincinnati. The names of the other seven are as follows:—"The Schoolmaster and Academic Journal," Oxford, 1834, "The Common-School Advocate," Cincinnati, 1837, discontinued in 1841, "The Universal Educator," Cincinnati, January, 1837, "The Western Academician," Cincinnati, March, 1837, "The Ohio Common-School Director," Columbus, May, 1837, "The Pestalozzian," Akron, April, 1838, and "The Educational Disseminator," Cincinnati, July, 1838. Most of these periodicals did not live longer than a year. It is an interesting fact

that the editor of the first educational periodical published in the United States, "The Juvenile Monitor or Educational Magazine," New York, January, 1811, was also the editor of "The Educational Disseminator." This first educational periodical closed its career the year of its birth. In February, 1818, the same editor, A. Picket, along with J. W. Picket, started in New York, "The Academician," which expired in 1819. This same John W. Picket was the editor of "The Western Academician" above alluded to. Wm. Russell started in Boston in January, 1826, "The American Journal of Education," the last number of which was published in 1830. In the same city E. Cornelius and B. B. Edwards started the "Quarterly Register and Journal of American Educational Society" in July, 1827, which was discontinued in 1843.

The following is an account of the school journals published in Pennsylvania prior to the establishment of the "Pennsylvania School Journal." The Philadelphia Association of Teachers established in 1831, the "Journal of Instruction." We do not know how many numbers were issued. In 1834, in Lancaster, "The Inciter" was started. We do not know how long it lived. In 1835, E. C. Wines established, in Philadelphia, the "Monthly Journal of Education." It closed its career the same year. The Faculty of Lafayette College established at Easton, in April, 1838, "The Educator," which was discontinued in 1839. In January, 1843, the University of Pennsylvania established, in Philadelphia, "The University Magazine," which was discontinued the same year. In January, 1844, John S. Hart established, in Philadelphia, the "Common-School Journal," which was discontinued the same year. In February, of the same year, E. Bea established, in the same city, the "Teachers and Pupil's Advocate." We do not know how long it was continued. We know of no other school journals established in Pennsylvania until the establishment of the present journal by T. H. Burroughs, except "The Teacher's Magazine," established by J. J. Buchanan, in Pittsburgh, in November, 1850, of which not more than two numbers were issued. It should be stated that in 1812 there was issued at York, Pa., by S. Bacon, a Prospectus for "The Academic Herald and Journal of Education." We know nothing further of the enterprise. We might prolong this discussion of educational periodicals, but we have already occupied more space than we intended.

—ONE of the episodes of the recent meeting of Superintendents in Washington, was an oyster supper at Harvey's on Pennsylvania Avenue, given by the Board of Education, to which the Superintendents repaired after the address of Dr. Runkle on Wednesday evening. The oysters were served up sumptuously in less than a thousand different ways. Every participant had, after supper, to make a speech, tell a conundrum, or perpetrate a pun. The villanous puns perpetrated would long be remembered if it were not for the fact that they had not point enough in them to make them stick. The adjournment was quite early in the day, being only about half after one. Long live the Washington Board of Education.

—THE meeting of the Department of Superintendence of the National Educational Association in Washington, December 11, 12, 13, was pronounced the best the Department ever held. Fourteen States were represented by their chief educational officers, namely, Colorado by Jos. E. Shattuck, Kansas by A. B. Lemmon, Georgia by Gustavus J. Orr, Kentucky by H. A. M. Henderson, Indiana by Jas. H. Smart, Ohio by Chas. S. Smart, Michigan by H. S. Tarbell, West Virginia by W. K. Pendleton, Maryland by M. A. Newell, Pennsylvania by J. P. Wickersham, New Jersey by E. A. Apgar, New York by Neil Gilmour, Rhode Island by T. B. Stockwell, and Massachusetts by J. W. Dickinson. The District of Columbia was represented by the two chief school officials of the District, J. Ormond Wilson, Superintendent of the white schools, and G. F. T. Cook, of the colored schools. Connecticut was represented by the Hon. Henry Barnard, late National Commissioner of Education, and South Carolina by ex-State Superintendent Jillson. The following is a list of additional representatives which occur to us while writing, no list either printed or written being at hand:—Ohio, Dr. John Hancock, of Dayton, R. W. Stevenson, of Columbus, and W. D. Henkle, of Salem; Wisconsin, Dr. J. W. Hoyt; West Virginia, Mr. Hervey, of Wheeling; Pennsylvania, H. S. Jones, of Erie, Lindsay, of Harrisburgh, Geo. P. Beard, of California, Gotwals, of Norristown, and Woodruff; New Jersey, R. H. Holbrook, of Vineland, and Wm. N. Barringer, of Newark; Massachusetts, Dr. J. D. Runkle, J. D. Philbrick, and Wm. E. Sheldon, of Boston; Kentucky by Dr. J. B. Bowman; District of Columbia by Zalmon Richards, Dr. W. W. Patton, and others. Among the visitors at the meetings were President R. B. Hayes, Gen. Garfield, Ex-Governor Dennison, of Ohio, Gen. Burnside, Hon. Mr. Loring, of Massachusetts, and the Consul General of Switzerland. Short speeches were made by Messrs. Garfield, Burnside, and the Consul, and a formal written address by Mr. Loring.

—THE Centennial Exhibition in 1876 has given teachers a taste for such educational aids, and already many of them are looking with longing eyes towards the Paris Exposition which is to open in May. The subject of expenses was discussed to some extent at Louisville, by the National Educational Association in the Department of Superintendence. Nothing was done publicly at the recent meeting in Washington. It was thought that in due time the railway lines would offer cheap rates as cheap as could be secured by the efforts of any single person or a committee. We notice in the Boston Times that Eben Tourjee, the noted Boston musician, has secured for an excursion the steamer "Devonia" of the Anchor line. This steamer is 420 feet long and has a large saloon on deck which is to be used as a lecture and concert room. The number of excursionists is to be limited to 250. The vessel will start from New York, Saturday, June 29, 1878, and return to New York by September 1. The excursionists will take in their route, Ireland, Scotland, England, Belgium, Germany, Switzerland, and France. The total expenses except for carriage drives in cities is put at \$400 in gold. The details are very elaborate. We presume programmes will be sent to those wanting them. An important problem is how to raise the \$400.

—It would be well for teachers who are subjects of criticism to investigate carefully the causes. Sometimes these criticisms have their origin in envy and malice, but sometimes it is in the power of teachers to prevent them. One phase of the subject is presented in the following, sent to us by one of our esteemed contributors ("D"), with the heading "Pastoral Visits."

In a certain town in Ohio, the most popular teacher is in the lowest primary department. She is an able and efficient teacher, but others are equally skilful, and quite as devoted; yet they are criticized, every one, even to the Superintendent, but no one speaks of Miss A. except in praise.

To a sister teacher she said—

"If I have any such degree of popularity as you are pleased to assume, it is the result of the fact that I make it a point to be personally acquainted with the parents of each of my children. I call at their homes once, generally not oftener, unless for other reasons. In this way I gain the confidence of the parents, and they are less likely to listen to complaints about the teacher, and in case of any difficulty it is easier to secure the co-operation of the parents. I learn, too, the home influences that help or hinder a child, and to a certain extent, the hereditary tendencies that mould his character. I always understand a child better, and am generally more inclined to be patient with him, after one of these visits. You will find the practice pays, though you do learn, at the same time, to sympathize with your minister in his pastoral visiting. But you will learn to realize, with him, that these visits give a power you will be unwilling to abdicate; a talent that you can not afford to fold in a napkin, or bury in the earth."

—We have received a copy of the Memorial to Congress authorized by the National Educational Association, at the Louisville meeting. We believe it was prepared by Prof. Phelps. It is strong and expressive. Every teacher should do what he can with his acquaintances in Congress to secure their coöperation in the measures prayed for by the memorialists.

—GENERAL GARFIELD, in his remarks at the Superintendents' meeting in Washington, said that the great case of "brains versus brick and mortar," had been called for a hearing. This gives in a nutshell the statement of the great problem that the American people must solve. We have for years been pained to see large amounts of money put into imposing school-houses, in which poorly-paid and poorly-qualified teachers afterwards presided. Many college trustees are seeking to purchase cabinets, laboratory equipments, etc., while employing professors so ignorant that if they had them would they not know how to use these aids effectively. In all good educational schemes the teacher must be the grand central figure.

—It is not often the case that when a school journal is owned by a person or company, and a long list of editors having no financial interest in the journal are paraded, that these editors are much more than figure heads. An important exception, however, must be made to this statement in the case of Prof. W. F. Phelps, whose vigorous editorial contributions have formed an important part of every issue of the Educational Weekly for the last year. Prof. Phelps is one of the boldest and most fearless of the prominent educators of the country.

—At the Washington meeting of Superintendents, the West-Point complaint as to the increased per cent of rejections at that institution, came up incidentally in the remarks of both the Hon. Mr. Loring, of Massachusetts, and Gen. Garfield, of Ohio. The Hon. Henry Barnard told us privately that at Annapolis there is also a like impression as to the inferior character of the accuracy of the education obtained in our public schools. It may be said the general impression on the part of superintendents was that the cause of the facts does not lie at the door of well-conducted graded public schools. To enter Harvard now requires as much scholarship as Edward Everett graduated with, and yet the halls of Harvard are not empty notwithstanding the great diminution of old academies. Several very interesting statements were made as to West Point, especially some by the Hon. J. P. Wickersham, going to show what success had attended the West-Point appointments in Thad. Stevens's District after competitive examinations were instituted. We are frank to say that while we believe in the utter worthlessness of the West-Point statistics as an argument against the efficiency of public schools, we do believe that educators should give a searching examination into their multiplicity of studies, the number of pupils to a teacher, the relative preponderance of lady teachers, and the general culture of the teachers employed. We hope this West-Point matter will be thoroughly discussed at the next meeting of the National Educational Association.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—WE send the Parents and Teachers' Monthly with the Ohio Educational Monthly for \$1.90 a year.

—THE *Galaxy* has been absorbed by the *Atlantic Monthly*.

—IT cost \$878 to take the school census in Cleveland in September last.

—THERE are about 30 special teachers of sewing in the Boston Public Schools.

—THE monthly reports of the Public Schools of Norwalk, Ohio, show great educational activity in that city.

—THERE were 32 ladies attending last year the Normal Training Class of Prof. John Kraus and his wife in New York.

—IT is said that the School Board of Glasgow, Scotland, has arranged to establish evening classes for teaching cookery.

—THE *North American Review* is more vigorous than ever. It is published now by D. Appleton & Co., New York.

—SIX States and fifty-six Ohio counties have been represented within the last year by students at the State College in Columbus.

—No student of natural history can afford to be without the American Naturalist, published monthly in Boston at \$4.00 a year.

—THE Wide Awake sustains its reputation as one of the foremost of the juvenile periodicals of the time. It is published in Boston, Mass.

—THE Metric System has been ordered to be taught in such grades of the Cleveland Public Schools as the Superintendent shall deem proper.

—THE Educational Department of the Chicago Journal is vigorously edited, and cannot fail to do good service in promoting sound education.

—THERE are now twenty non-resident students attending the public schools of the village of Marlboro, Ohio. J. E. Pollock superintendent.

—THE National Repository published in Cincinnati at \$3.00 is good, but it is no special improvement on its predecessor, the Ladies' Repository.

—THE enrolment in the Public Day Schools of Pittsburgh in October last was 18,942, in the evening schools 2,826, and in the mechanical schools 175.

—THE Educational Department of the Lebanon (Ohio) Gazette is edited by W. J. Cook, Superintendent of the Public Schools of Waynesville.

—THE Public Schools of Tiffin, Ohio, have now an enrolment of more than 1000 pupils, 208 of whom study German. The cases of tardiness in October numbered 460.

—It is beginning to be seriously considered by many educators whether the disuse of the spelling-book in schools has not gone too far. Some are disposed to cry "halt."

—THE National Paper Company of Holyoke, Mass., prepare ruled "Primary School Practice Paper," which can no doubt be turned to good account. It is sold at \$1.25 a ream.

—WE have the first annual catalogue of Rio Grande College. This institution is in Gallia County, Ohio, and so far as we know is the latest born of the large family of Ohio Colleges.

—THE monthly report of the Public Schools of St. Paris, Ohio, for November, shows an enrolment of 213, 70 cases of tardiness, and 31 visits from parents and friends. G. W. Snyder, Supt.

—SILVER-Gray is the last of the numerous pretty songs that have come to our notice. The music was composed by S. Turner, and the piece is published by W. L. Thompson & Co., of East Liverpool, Ohio. Price 50c.

—PROBABLY the most instructive periodical a teacher can read is the Popular Science Monthly, published in New York by D. Appleton & Co., at \$5.00 a year. We send it with the Ohio Educational Monthly for \$5.50.

—THERE are two school-houses and two teachers at the centre of Aurora Township, Portage Co., Ohio. To these schools the children of the township are sent in buggies, the expense of the transportation being borne by the persons interested.

—**SCRIBNER'S Monthly** and the **St. Nicholas** are model periodicals. They are a credit to the editorial ability and typographic skill of the country. We sympathize with the teacher, or family, that has not access to these periodicals.

—"Fruit Recorder and Cottage Gardener" is the title of a 3-column, 16-page periodical published in Rochester, New York, at \$1.00 a year, by Purdy and Johnson. We send this periodical with the Ohio Educational Monthly at \$2.00 a year.

—A PAPER ON "Orthography in Relation to Etymology and Literature" was read before the College of Preceptors in London, October 17, 1877, by Alex. J. Ellis. We respectfully refer Richard Grant White and others of that ilk to it as instructive reading for them.

—**OTTERBEIN University** resumes work on the 9th of this month. The winter vacation began on the 18th of December. Last term there were 165 students in attendance. This Institution has little of the disorder among students that is chronic in some colleges and universities.

—THE new building at **Purdue University** was dedicated in November last with formal addresses by Ex. Governor Hendricks, Governor Williams, Hon. H. S. Orth, and President White. The administration of Pres. White has been strongly endorsed by the Lafayette papers.

—THE names of 300 children between the ages of eight and fourteen not attending school were reported to the Cleveland Board of Education at their meeting November 26, 1877. The clerk was directed to enforce the compulsory law passed last spring by the General Assembly.

—IN our last issue we mentioned H. B. Furness as a member of the State Board of examiners instead of J. B. Peaslee. It was a mere inadvertence as we knew better. W. W. Ross succeeded Mr. Furness about a year ago, and Mr. Peaslee has been on the Board for several years.

—"COLLEGE, Academy, Seminary, and Institute" is the title of a semi-monthly, the first number of which was issued November 1, 1877. It is published in Philadelphia by Andrew S. Browne, who is also the editor, in the interest of colleges and private schools. Price \$1.00 a year.

—WE take pleasure in calling attention of County Superintendents to an ingenious blank for Monthly School Reports of an ungraded school to the County Superintendent (it may also be used for graded schools), prepared by A. C. Goodwin, County Superintendent of Charlestown, Ind.

—VICK'S Illustrated Monthly is the title of a new covered magazine. The first number is dated January, 1878. It is published by Jas. Vick, at Rochester, N. Y., at \$1.25 a year. The first number is a model of beauty. The Floral Guide published for the last sixteen years by Mr. Vick is widely known.

—THAT sterling magazine, the **Atlantic Monthly**, has entered upon a new volume. The publishers have had prepared a beautiful portrait of Whittier which is sent to subscribers who remit \$5.00. Portraits of Bryant and Longfellow had been previously prepared. Address **Atlantic Monthly**, Boston, Massachusetts.

—It seems that little was done at the Northeastern Ohio Teachers' Association in Cleveland, December 8, as the printer had not ready Mr. Rickoff's paper in answer to that read by Pres. B. A. Hinsdale, a year before. We hope at the February meeting the subject will receive a full and pointed discussion.

—THE "Pretty Little Blue-Eyed Stranger" (price 35 cts.), a new captivating song composed by Bobby Newcomb, and "Tally One for Me" (price 40 cts., with handsome lithograph title), and "The Little Blonde in Blue" (price 30 cts.), two serio-comic songs, are published by F. W. Helmick, 50 West Fourth Street, Cincinnati, Ohio.

—CENTRAL School Journal is the title of a new periodical published in Keokuk, Iowa, under the auspices of the County Superintendents of Southeastern Iowa. It has five editors. The first number was issued last month. Since the death of the "Common School" about six months ago, three new school journals have been started in Iowa.

—It is said that of the 522 cadets appointed within the last five years to the West-Point Military Academy, 93 have been sons of farmers, 65 of lawyers, 54 of merchants 44 of mechanics, 40 of physicians, 38 of army officers, 26 of parents with no occupation, and 162 of parents engaged in 44 different occupations. Of these parents 465 are in moderate circumstances, 36 in reduced circumstances, 10 poor, and 11 rich.

—THE Alliance Educational Association met in Alliance December 22. Prof. T. C. Mendenhall presented the subject of the Metric System, Miss Harriett L. Keeler, Reading and Language Lessons, in two exercises, W. D. Henkle discussed some points suggested by Miss Keeler's lecture on Reading, and Prof. Chapman gave an interesting paper on the schools of his early days.

—THERE was a pleasant meeting of the Warren-County Teachers' Association held in Waynesville, November 17th. The morning session was occupied by O. F. Williams's paper on "Literature in Common Life," which was discussed by Messrs. Cook, Graham, Furnas, and others. In the afternoon papers were read by Lizzie Bowles ("Morals in the School-room,") and W. J. Cook ("Individualization in the School-room"). The meeting adjourned to meet in Lebanon, December 15th.

—THE Warren-County Teachers' Association met in Lebanon December 15. H. Bennett read a paper on "Spelling"; J. C. Murray, one on "The Safety of our Republic"; L. D. Brown, of Eaton, one on "Our Compact concerning the Dictionary." Officers elected for the next half year:—President, J. C. Murray, Vice-Presidents, O. F. Williams and Mrs. W. J. Cook, Secretary, P. V. Bone, Treasurer, H. Bennett, Executive Committee, J. C. Murray, P. V. Bone, and F. M. Cunningham.

—ON the 10th of November J. P. Patterson, Superintendent of the Public Schools of Washington Court House, and F. Allen visited Mt. Sterling in Madison County, and discussed, with apparatus, for a day various topics relating to Science, Physics, Chemistry, Natural History, Botany, Metric System, etc. Mr. Patterson gave an evening lecture on "The People and their Schools." On Sunday forenoon he addressed the young people, and in the evening lectured on Church Culture.

—FROM the New-England Journal of Education we learn that the requirements for admission to Boston University are greater than those at Harvard. Boston University requires examination in four languages, Harvard but three. The amount of Latin and Greek required by Harvard for admission is considerably less than that required by Boston. A student can enter Harvard without a knowledge of Solid Geometry, Chemistry, Physics, and Rhetoric, all of which are required for entrance into the Boston University.

—THE second editorial of the new periodical called the "College, Academy, Seminary, and Institute," contained the following startling statement:—"Poughkeepsie, N. Y., is the 'city of schools.' It has within its limits private schools educating fully as many pupils as attend the public schools of New-York City." We recommend the editor, Mr. Browne, to compare the monthly reports of school attendance in New-York City with the total census of Poughkeepsie and then decide whether he is willing to re-affirm the above statement.

—THE Eastern Ohio Teachers' Association met in Bellaire at the time announced in our last issue. The programme there given was followed with some modification in consequence of the fact that Miss H. L. Keeler failed to reach Bellaire in time for the day session of Friday, November 30th. In place of Miss Keeler's exercise in the forenoon D. P. Pratt, of Bridgeport, read a paper entitled "Characteristics of the Model Teacher," and in the afternoon Miss M. W. Sutherland's paper, previously announced for another hour, was substituted in place of Miss Keeler's lecture. The Association unanimously requested the publication of this paper in the Monthly.

—THE School Examiners of Fayette Co., Ohio, advertise that they will grant only third and fourth-class certificates at the regular meetings on the first Saturday of each month. Applicants for first and second-class certificates must give at least five days notice to the clerk of the Board before the last Saturday of January, April, May, June, September, and October, when special examinations for these grades of certificates will be given. The legal right to make such a rule has been questioned as it compels a second examination for those who apply for first and second-class certificates but fail, although they may deserve a third or fourth-class certificate.

—THE Clinton-County Teachers' Association met in Martinsville, December 15. T. J. Moon welcomed the Association. John Baker read a paper on "The Work of the School-room." B. E. Page spoke in reply to the question "How shall we avoid becoming mechanical in our teaching?" S. C. Henry to "Is the self-reporting system commendable?" followed by S. H. Fish, and W. D. Moore; T. J. Moon, to "How would we prevent whispering in school?" followed by Messrs. Grove, Hunt, Zink, Butler, and Hockett; Dr. Gould, to "What should be done with the children who are apparently unable to learn?" followed by Messrs. Moon, Moore, and Grove, and Miss Belle Cassaday. J. H. Grove read an address on "The Schools and Teachers." A class exercise in English Grammar was given in the forenoon by Chas. F. Rannells, and a class exercise in the afternoon by Mrs. T. J. Moon.

—THE report for the last school year of the Public Schools of Newark, Ohio, has been published in one of the newspapers of the city. From it we glean the following facts:—School census in September, 1877, 3519 (which indicates a total population of 10,557); enrolment in private and parochial schools 263, with 6 teachers; value of school property \$95,000; enrolment in the High School 111; whole number of cases of tardiness 465; (This number is remarkably small. We know one village in Ohio with one-third the number of children that could reach this result in a week, that is, with the same enrolment could report 120 times as much tardiness in a year); total enrolment 1701. Mr. Hartzler may well congratulate himself on the result of his three years' labor in Newark.

—"The Butler-County Teachers' Association met in Hamilton, on Saturday, December 15. The attendance was, as usual, large. The following programme of exercises was carried out: School Ethics, by Alston Ellis, of Hamilton; Some Impediments, by C. S. Fay, of Wyoming; A Few Thoughts on Study, by Miss H. H. Ringwood, of Hamilton; Composition Writing, by James A. Clark, of Paddy's Run; The Teacher, by W. H. Stewart, of Oxford; Concerning Incentives to Study, by A. B. Johnson, of Avondale; Subsidence of the Water on the Globe, by Isaiah Trufant, of Oxford; and Select Readings, by Lou. J. Beauchamp, of Hamilton. The music was furnished by Messrs. Aiken, Meyder, Brinker, Blum, and the members of the Teachers' Choir. The Needs of Country Schools, was the topic for discussion. Messrs. Ellis, Clark, Mitchell, Caldwell, Moak, Beauchamp, Endaly, and Grennan took part in the discussion."

—THE Preble-County Teachers' Association met in Eaton, November 24th. The programme was as follows:—"Common Schools, their Past, Present, and Future," by S. More Surface (instructive and witty); "Methods of Teaching Arithmetic," by T. A. Pollok (new to most of the teachers); "Some Professional Duties," by J. C. Murray (general question, "wasn't it good?"); "School Government," by Alston Ellis ("*immense*," Ellis's best). Discussion on History in the Public Schools by T. Schreel and L. P. Shideler, affirmative, and Abbott Motte and S. L. King, negative. Music enlivened the exercises. The committee T. A. Pollok, L. D. Brown, and G. C. Dasher, appointed at the Summer Institute reported the following:

WHEREAS, "Divers weights, and divers measures, both of them are alike abomination to the Lord.—Prov. xx. 10.

Resolved, 1. That true economy demands an easy method of computation in business transactions.

2. That the metric system of weights and measures is such a method that its use would save time in every department of industry, in which arithmetical computations are made.

3. That its introduction into business affairs would take from our arithmetics the long and useless tables of our present system of compound numbers, thereby saving valuable time to the child.

4. That the legislature should render instruction in the system obligatory, in the public schools.

5. That without waiting for such legislation, all school authorities should provide for instruction in the system in the schools under their charge by furnishing the necessary apparatus.

6. That all teachers should agitate the subject of its universal introduction, and to this end should become thoroughly acquainted with the system, so that they may talk intelligently about it and instruct, correctly, their pupils or any person desiring to study the system.

7. That the subject should be taught at all teachers' institutes, and taught and talked about at all teachers' associations.

8. That the county Board of School Examiners should now require a knowledge of the system as a condition of receiving a first or second class certificate.

A report was made on the condition of school-houses, furniture, apparatus, and educational interest in the different townships. This report showed Gratis Township to be ahead. The universal sentiment was that this meeting was the best ever held in the county.

PERSONAL.

—LEWIS ESTES, a well-known veteran teacher, has charge of the Academy in Carmel, Ind.

—PROF. J. P. Kirtland, of the Cleveland Academy of Sciences, died December 10, at the age of 84.

—DR. David Allison has been appointed Superintendent of Education in the Province of Nova Scotia.

—CHAS. W. VAN CLEVE, of Ypsilanti, Mich., has succeeded Miss Harmon in the Elkhart High School.

—THOS. A. STOW, a prominent member of the Cleveland Board of Education died about a month ago.

—Z. E. RUTAN is the successor of G. W. Snyder as Superintendent of the Public Schools of Caledonia, Ohio.

—W. A. BELL, Editor of the Indiana School Journal, is President of the Indianapolis Board of School Commissioners.

—PROF. E. R. SILL, of California University, was formerly Superintendent of the Public Schools of Cuyahoga Falls, Ohio.

—WM. E. CROSBY, so well known in Ohio and Iowa, has taken charge of the schools of Albion, Io. Mr. Crosby is a first-class teacher.

—JOHN D. PHILLIPS has charge of the new Central Grammar School, established in Marietta, Ohio, at the beginning of the present year.

—J. W. SPINDLER is this year principal of the Bucyrus (Ohio) High School. He graduated from the Ohio Wesleyan University in 1876.

—CHRISTOPHER G. FOX has been elected Superintendent of the Public Schools of Buffalo. His election is for two years from January 1, 1878.

—MRS. LU SEMANS HADLEY, formerly a teacher in Salem, Ohio, is now a resident of Richmond, Ind., and is about to open a kindergarten in that city.

—DR. B. C. JILLSON, Principal of the Central High School, in Pittsburgh, Pa., was teacher of Natural Science in the Albany Normal School, in 1854.

—W. W. ROSS, of Fremont, was the only representative from Ohio at the meeting, November 15, in Lafayette, Ind., of the Association of Western School Superintendents.

—F. M. HAMILTON is serving his fifth year as Superintendent of the Public Schools of Bucyrus, Ohio. Mr. Hamilton graduated in the Classical Course of Michigan University in 1869.

—SARAH D. HARMON resigned her position, about two months ago, in the Elkhart (Ind.) High School, for the purpose of becoming a sojourner in Philadelphia, in order to pursue her studies in modern languages.

—THE HON. John W. Simonds, formerly State Superintendent of Public Instruction in New Hampshire, but now Superintendent of the Public Schools of Milford, Mass., prints programmes of his teachers' meetings.

—JOHN VAN SCHAIK LANNING PRUYN, died at Clifton Springs, Nov. 21, 1877. He was born in Albany, June 23, 1811. From 1844 to his death he was a member of the Board of Regents of New York, and from 1862 the Chancellor.

—H. N. CARVER, of Medina Normal School, and formerly a teacher in the National Normal, at Lebanon, Ohio, now has charge of the classical department of the Northern Indiana Normal School, at Valparaiso. Mr. Carver is an excellent teacher of Latin.

—CHAS. E. HOVEY, formerly a noted educator in Illinois, and first President of the Normal University, is now a resident of Washington, D. C., and is a member of the School Board. Mr. Hovey went into the war, and since that time has dropped out of national educational notice. We were glad to meet him in Washington last month, not having met him since the first regular meeting of the National Teachers' Association, in Cincinnati, in 1858.

INSTITUTES.

WASHINGTON Co.—Place, Marietta; time of beginning, November 26th; duration, 1 week; enrolment, large; instructors, T. C. Mendenhall, W. S. Goodnough, G. R. Rosseter, and R. B. Marsh. No further details received. The exercises from first to last were said to be "of a high character and very instructive."

LAWRENCE Co.—Place, Ironton; time of beginning, August 27th; duration, one week; enrolment, 68; instructors, J. S. Wilson (primary reading, school organization, and school government), C. G. Keys (grammar), H. M. Adams (geography), and John Burke (arithmetic). It was pronounced one of the best institutes ever held in the county, and it was resolved that the employment of "native talent" was beneficial and should be repeated.

HANCOCK Co.—Place of meeting, Findlay; Time, August 20 to 24 inclusive; enrolment, 149; instructors, C. F. Palmer, Arithmetic, Writing, Reading, and Spelling; J. W. Dowd, Grammar, Geography, Theory Evening lectures were delivered by Messrs. Dowd, Palmer, Zeller, and Rev. Sutherland. Executive Committee next year, W. T. Platt, A. G. Crouse, Jennie E. Livingston, Mary B. Gray, Mary C. Miller, all of Findlay.

BOOK NOTICES.

DAVIES AND PECK'S UNITED COURSE. Complete Arithmetic, Theoretical and Practical. By Wm. G. Peck. A. S. Barnes & Co., New York, Chicago, and New Orleans. Pages 329. Price \$1.12, sent by mail post-paid.

The typographical appearance of this book is a great improvement over Davies's Arithmetics so long published by the same House. The work will be found to contain all the good qualities that made Davies's Arithmetics popular, together with modifications suited to the present demands made upon arithmetical science. We regret that Professor Peck has adhered to the heels-over-head method of expressing ratio advocated by Davies. This method is in direct opposition to the practice of nearly every great mathematician the world has produced. When we ask for the relation of 6 to 3 we want a direct answer. Prof. Davies answered this question by saying 3 is "one-half" of 6. Newton would have answered and correctly 6 is "twice" 3. We advise all teachers who may use this work, which will no doubt please them in other respects, to teach the correct method, just as many teachers of Davies's Legendre do when they require their pupils to adopt the correct method of expressing ratio, when demonstrating the propositions of Book II. of that work.

A FAMILY STRIKE, A Farce, INITIATING A GRANGER, A Farce, and the SPARKLING CUP, A Drama in Five Acts.

These plays are all by T. S. Denison, of De Kalb, Ill. The price of each is 20 cts., sent by mail prepaid.

CLARENDON PRESS SERIES. An Elementary English Grammar and Exercises. By the Rev. O. W. Tancock, M. A., Assistant Master of Sherborne School. Oxford: At the Clarendon Press. MDCCCLXXVII. [All rights reserved.] Pages 92. Price 75 cents.

This little work is a duodecimo with limp covers, like the other books of the Science-Primer Series. Although the book is small it is not childish. The adult student of grammar will find much in it to interest him. The author gives but four parts of speech, Nouns, Pronouns, Verbs, and Particles. This is exactly the division given a hundred years ago, in what is supposed to be the first grammar prepared by an American author. We call the attention of some of our American grammatical authors who teach the erroneous doctrine that intransitive verbs have no voice, to the following, which we indorse:—"The verb has two voices:—The Active Voice, in which the subject, or that of which the verb speaks, is agent, a person, or thing, which does, or is, something; as, *I kill, I love, I am.*" We commend the book to the notice of teachers.

THE GRADED SPELLER, arranged in six steps. By E. A. Sheldon, Ph. D. New York: Scribner, Armstrong & Co., Nos. 743 and 745 Broadway. Pages 190.

The time to abolish the spelling-book has not yet come, notwithstanding the teaching of some educators. Instead of abolishing this book it would be better to ascertain how to use it. Mr. Sheldon intends this work to be used according to the instructions given in his Manual. With rare exceptions the spelling, syllabication, and pronunciation adopted by Webster have been followed.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

FEBRUARY, 1878.

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Third Series, Vol. III, No. 2.

WHAT IS DONE ~~IN A~~ KINDERGARTEN

On entering a Kindergarten for the first time one is most forcibly struck by the perfect order which usually prevails. There we see 40 or 50 little children, mere babies, who are happy, decorous, and still unawed by severe rules and discipline. A Kindergartner, with a true knowledge of children, and of her work, will have the very atmosphere orderly, and require few stated rules. Let us enter a nursery—how different it is there—particularly if a few little friends are invited to spend the afternoon together; discord will creep in before long. Harry will be rude, or Lulu selfish,—the children grow tired and hot, the toys are destroyed, and the room is in as much disorder as can be. Now, the true cause of the order in the Kindergarten is the entire occupation of the little mind and body. The little fingers are trying to work skilfully,—and then there is *an idea* in the work. The task of the Kindergartner is, that she is ever ready to *direct* and *suggest*, and *not* constantly to instruct; she must watch every little energy, and guide it on to further effort.—The occupations are a discipline in themselves. For example, observe a child at play with its blocks at home, and the impatient action it will indulge in; when in the Kindergarten the same child will soon learn that he has to exert himself when playing with the blocks, for while other

children have built beautiful forms, he will have none. The care necessary in *handling* the material is a more systematic discipline than can be imagined. For instance, the Kindergartner directs her little class to divide the cube of the third Gift into halves. In doing so, the children are taught to say, "a whole—two halves," and "two halves—one whole." Dividing the halves equally again, they should say, "a half—two quarters," etc.,—"a whole—four quarters," etc. In a similar manner with this and other gifts, addition, subtraction, and multiplication can be clearly and easily illustrated,—word and action always going together. Proper regard should be had to the age of the child. Or the children are directed to place the eight cubes in one line, side by side. That this may be done accurately, the checkered cross lines on the table will be of assistance forming square inches for the guidance of the child. Next the children may be told to divide this long line of cubes equally into two, four, or eight parts. Then the eight cubes may be placed in one line up and down, *i. e.*, one upon another; then this pillar may be divided equally into two or four smaller pillars; and again each of the four pillars may be divided so that eight parts are gained, or they may be joined to form a wall, etc. During these and similar exercises the kindergartner has opportunity to talk to the children about their representations.

The children spend three hours in the Kindergarten in a manner healthful both to mind and body. Most of the children come in after a brisk morning walk, which induces cheerfulness, and cheerfulness is the essential element of health. In the sunny Kindergarten room the children find some one to welcome them. Standing in a circle, the little morning prayer is said, and a song of thanksgiving for God's care of them is sung, all the children feeling the oneness and prevailing harmony. Their first "lesson" if it may be so called, frequently comes in the most charming of all forms—a *story*! and what child does not delight in a story? The story should convey a little lesson in some natural phenomenon; natural history or perhaps simply a moral tale, though there should be no moralizing; or a fairy story may lead them to "Wonderland," the little ones' natural home. Or some finger-games are exercised with an accompanying song; the fingers are *counted* by stretching them out one by one,—or the hands form a bird's nest, and the clumsy little thumbs represent the birds—real birds to the

little ones who so eagerly watch them. Or the little hand makes the weather-vane (an exercise for the wrist) or the snowflakes, or the sunbeams, etc.—As it is the natural disposition of a child to do what others are doing, the number of children contributes largely to their contentment.—The next half hour the children may build, or be mat-plaiting, or whatever it is,—they will be steadily at work while it lasts, and though only a short while, their attention is fixed upon the work. At the end of this, two or three children are detailed to gather in the work. These little duties are always esteemed a great privilege. The lunch, which follows, should be of the very plainest, but to the child it is a feast, and good digestion follows, because it is all so pleasant and social. Children undoubtedly require to eat more frequently than adults, only proper care must be taken that they do not eat too much at a time; for their receptive capacity is small and their activity great; so the fuel must be frequently replenished. Politeness, neatness, and general good order is required during this meal, whilst conversation flows in the natural simple way. After lunch the children march with the accompanying of the piano, or with a song, and which is a lesson in walking and time. The art of walking well, firmly, yet gracefully, must be acquired in childhood, and should not be left to the dancing-master. The march over, the seats are resumed at the tables, may be for pea-work. Here we have sticks for outlines, the softened peas serving for joints, which enables the child to sketch, as it were, any of the solid forms which it has become acquainted with, or linking together into outline-figures some of the stick-laying forms with which they are familiar. With one single stick and one single pea a “large-headed pin” may be made, with two sticks and one pea they can reproduce all the angles; two of these angles joined give a square, an oblong, a rhombus, etc., which can be lifted up and handled. Two squares joined by four additional sticks, and the skeleton of a cube is formed. This leads to the more attractive forms of life, as, a table, a chair, a house, a basket, etc. This is a great lesson in “creating,” and holds *more* charm than the usual occupation of “destroying.” For the latter mania the Kindergarten is the most effectual cure; for, after having been in the Kindergarten for a while, the children seek even at home for simple material with which to create. The last half hour in the Kindergarten is always devoted to gymnastic games, which are of a very

simple nature, and should be so used as to exercise every muscle, but they should never weary the little ones. Fingers, hands, wrists, arms, legs, each especial part has its turn, and a few months in the Kindergarten will show a wonderful improvement in the precision and vigor with which these seemingly simple exercises are performed, as well as the bodily development. Where the Kindergarten is unknown, a few traditional games are played, for instance "How Oats, sweet beans and barley grows, You, nor I, nor no one knows." This natural desire of every healthy child for "ring-round-games" has never before been fully met. Here, in the Kindergarten, we have a wonderful variety, each containing its peculiar exercise of the muscles and imagination, and a circle of little children of about the same age to enjoy them. Thus, during the long Winter Season, we have an ideal "Garden" where the little ones can be trained in the occupations most natural to them, and most necessary. The body and mind *should* grow harmoniously. A child, if kept at home after being four years old, grows fretful, if unemployed, and few mothers or nurses have the time to give constant direction to their constant activity. They are often taught *to read* in order to give them self-amusement; but what could be more unnatural or unhealthy than for their little eyes to strain over the black and white type, not to mention the unhealthy position it usually induces. The mind in the Kindergarten develops through its own activities; the child not only learns through the eye and ear, but also by the sense of touch. Handling material for making things, measuring one thing with another, realizing size, distance, things hard and things soft. The body *plays* and grows with the mind. Play is the natural development for the body of every healthy child. Let us help them and play, and guide their intelligence.

MRS. MARIA KRAUS-BOELTE.

New-York City.

ANOTHER HINT ON VENTILATION.

The hints on ventilation in the January number of the Monthly are both timely and practical. It is utterly impossible to teach a successful school in a poorly-warmed and ill-ventilated house. Pure air is necessary to the proper application of the mind on the part of the scholars. Listlessness, peevishness, idleness, and mischief more frequently result from impure air

than from bad disposition. It is the nature of impure air to irritate and stupefy. The introduction of a ventilating apparatus into any school-room, although it may be far from perfect, will more than pay for itself in less than a week in the increased efficiency of the school, to say nothing of the still more important consideration of the preservation of the health of the children. It is not putting it too strongly, I think, to say that nine-tenths of the school-rooms in the United States are but little better than pest houses, daily and hourly disseminating the active principles of physical and mental disease among the hundreds and thousands of American youth who are forced to pass no inconsiderable part of their early years in the fetid atmosphere of the school-room. While it is an equally lamentable fact, that light and ventilation are almost invariably the last matters to receive the attention of school architects and committee men, teachers also, far too often.

In my own experience and observation I have found Mr. Vaile's method of adjusting the windows the best and most practical where window ventilation is a necessity. It is, however, subject to one serious objection, the air thus admitted is of the same temperature as the outside air, and must be warmed by slowly coming in contact with the warmer air of the room. Then too, in nine-tenths of the country school-houses, at least, there are no ventilating shafts, or other means of exit for impure air, which is an absolute necessity in order to secure even passably-perfect ventilation.

Assuming the external air as the standard of purity necessary for health, the object of ventilation is to bring it into the school-room in such a manner that it shall rapidly and thoroughly dilute and remove any impurities contained in it. To do this effectually without risk to the health and comfort of the inmates present, ventilation must conform to certain well-defined conditions.

1. It must be sufficient in quantity to reduce the gaseous components of respired air to their natural proportions and to neutralize its deleterious qualities, every scholar should have from 2000 to 2500 cubic feet of fresh air per hour. Nothing less than this can be tolerated without risk to health, while a still larger allowance would be desirable.

2. Its temperature must be suitably regulated. The incoming air must be warmed in such a manner that the normal proportions of its constituent parts may not be disturbed by over-

heating. If air is overheated its capacity for absorbing moisture is greatly augmented and ventilation is reduced to a kiln-drying process, equally as injurious as foul air.—To secure this end large quantities of pure air raised to 60° or 65° Fahr. the proper breathing temperature,—should be introduced in such a manner that the temperature may be maintained by a steady and rapid change, removing the cooler air of the room, and replacing it with freshly-warmed pure air. The heat thus imparted to the air acts as a motive power, and by means of suitable flues produces a thorough and constant change of the air in the apartment.

The following is the most perfect and economical method of securing the above results I have ever seen for a school-room. It can be put into operation in any ordinary school-room at a cost of from \$10 to \$30, according to circumstances.

In the first place, if there is no ventilating flue, construct one of brick adjoining the chimney if possible, and having a clear passage of 8"×10", make two openings in this shaft, one near the ceiling, the other near the floor. Over each opening tack a piece of open wire cloth to prevent papers or other articles from getting into and stopping up the flue.

Or if it is not possible to construct the flue of brick and adjoining the chimney, it may be constructed of wood and projecting through the roof be fitted with a cap, which by its peculiar construction causes the wind to act as an air-pump to induce an outflowing upward current of air from within. This cap may be round or square, but may preferably be square. The main thing is to have a surface inclined at about an angle of 45°, and coming to a sharp point at the flue, so that any horizontal currents of air may be deflected upwards and over the mouth of the flue, thus inducing the ascending foul air in the flue to pass out with it. The top is protected by a flat plate, held in place by rods, and extending well over and beyond the inclined surface, so that any downward current in the external air may be transformed into a horizontal one in some direction.

The flue constructed, the next thing is to make a hole 8" or 10" square in the floor under the stove, and connect it by means of a wooden or tin air box 8"×10" with the outside of the wall, furnish the opening under the stove with a register or damper to regulate the inflow of the air. Now place a sheet-iron casing 4 or five feet high around the stove resting on the floor, and 4 or 5 inches from the sides of the stove; an opening may

be made in the casing for the stove door, or the casing can be fitted to the front of most stoves so as to expose the door. Open the damper and you will have a constant supply of fresh air flowing into your room, and at the same being warmed sufficiently for comfort, but not overheated as it passes up around the sides of the hot stove, while the ventilating shaft will carry off the impure air just as constantly and rapidly.

Supt. Public Schools, Pataskala, Ohio.
January 4th, 1878.

D. R. THOMPSON.

EDUCATION DEFINED IN TERMS OF ORGANIC PHENOMENA.

(Concluded from January number.)

7. *Implications of the foregoing law of mind.*

(1.) Here we have first the important principle of the self-activity, or dynamics of mind. To embrace education within the law of organic evolution, and leave out of the account the efficient cause or force by which this vital process is maintained would be like trying to understand the nature of the bodily functions, while disregarding the various forces, thermal, chemical, and vital, of which those functions are manifestations. But the efficient force or cause which begins and maintains the development of the mental faculties is found in the spontaneity or self-activity of the mind itself. This as the original impulse of the mind's growth and development, as an internal and innate energy of the soul striving to unfold its ideal life in a complex organism of spiritual faculties and powers, we call *Conation*. This manifests itself under two phases. It may, in the first place, be a mere impulse or unconscious effort of the soul to realize an ideal form of development, without the manifestation of thought or intelligence. We may term this *Desire*. When this energy or outworking of the soul attains to the degree of development which enables the mind to fix its attention upon its ideal end of growth, of power and development, it properly takes the name of *Will*. Since, then, mind unfolds its powers through its own activity as the efficient cause, we have another essential attribute of the educational process. This must find its efficient cause in the self-activity of mind.

(2.) Another important implication of this law of mental

evolution is the *form* of education to be realized through the culture and development of the mind. Life as it mounts upward and strives for development aims to realize a predetermined and ideal form. But this ideal form of development which presides over the vital process, directing and controlling it, becomes worked out and realized in the same degree in which there is a harmonious correspondence between the organism and its environment. When this correspondence exists the internal vital force responds to external forces, and adjusts the organism to its environing relations. This biological law of adjustment applies to the mental as to other organisms. The world without has for us a meaning and a purpose only when viewed as the model or pattern according to which mind is to be moulded and developed, and to which it is to be brought into an harmonious adjustment. The organization of an internal consciousness in correspondence with the order of the external world, intellectual, moral, and spiritual, marks the ideal form of mental development which the educational process should seek to realize. As is the outer sphere, so should be the inner sphere of being. There should be a training in (a.) a knowledge of physical phenomena,—a scientific education (b.) in the knowledge of moral phenomena,—a moral education, and (c.) in the knowledge of spiritual phenomena,—a religious education. To disregard this principle of organic adjustment in our educational theories, would be like constructing a ship according to some preconceived model with no reference to the sea in which the vessel is destined to sail. The conscious unfolding soul finds itself ensphered on all sides by an external world which limits its action and determines the form of its development. Education should therefore aim to develop a form of consciousness which shall reflect a truthful image of the order of the objective world, so as to enable the mind to respond pleasurably and efficiently to the complex relations of human existence. This ideal form of the mental organism which is realized through the orderly unfolding of its faculties, in correspondence with the order of the external world, furnishes another essential attribute of the educational process. The law of its form requires that it shall consist in an *adjustment* of the mental world to the external world.

(3.) *The final end of mental unfolding.* In order to frame the desired definition of education, it is only required to ascertain the final end or purpose in organic evolution. Life has been

termed *self-aim* because its activities terminate on itself. The living organs are both means and end. They are means through which special functional activities are performed for the common benefit of the entire organism; as an end they participate in the work done by one another. But when we contemplate the organism as an individual unit, the idea of reciprocal relation disappears; the organism must be viewed as a complex aggregate of forces, or activities, which find their final end in growth and development. This principle of self-aim applies to mind. The mental faculties are both means and end. All the mental faculties are mutually dependent, and must act together in order to preserve the unbroken unity of consciousness. Perception in a man differs from what we call perception in a brute, because it implies thought or understanding. Perception is a means to complete and true thought, and thought, a means to perception.

The same view as to the true end of vital activity is arrived at by considering the nature of the life force. The expenditure of the physical forces renders matter inert, and less capable of returning to a state of action. But life feeds and grows on its own activity. To cease to act is to die. By acting it increases its power to act; by expending its energy it creates the means of generating a new, and even larger quantity of energy, so that its activity terminates on itself. Now mind, like other manifestations of life, expends its energies on itself; it can grow and develop only through its own activity. By acting it acquires increased power and facility of acting, so that every mental acquisition increases the power of making other acquisitions. Hence *self-aim* is a fundamental attribute of educational growth and development. To realize an ideal end of growth, culture, mental power, and development, in the pupil is the highest end which the teacher can place before himself. As to preparation for a particular business, or life-vocation, this does not belong to education, but to technology. Thus we have the *law of the final end* in the educational process.

St. Paul's College, Palmyra, Mo.

J. M. LONG.

THE CULTIVATION OF THE MEMORY.

Some time ago, in starting a class in Latin, I found pupils who had been taught to desire knowledge and seek for it, to reason in a degree consistent with their age and attainments,

and to express themselves with some ease, but who seemed to lack the ability to acquire readily and recall accurately.

Only exercise developes strength. The hand unused loses its cunning; the foot which has not walked for some time refuses to bear the weight of the body. Symmetry of body is found when every member has its proper development; symmetry of mind, when each faculty, through training, has its proportionate growth.

One of the tendencies of the age undoubtedly is to underrate or neglect the memory. The cry is that children must be taught to observe. Well and good; but is it not desirable that observations shall be remembered if the knowledge gained through the perception is to be made available?

Again we hear that pupils must learn to reason for themselves. That, too, is well. We would not underrate the reason, though we might question its attaining any great strength in children; but is one member to be stunted that another may grow? On all sides there is an outcry against "Cram"; the word "Parrot" slips off of our tongues so easily; it is such a common thing to say in a contemptuous way, "She does not reason, she only memorizes"; besides it is so easy to despise what we do not possess, that we, as teachers, will do well to examine our footing and see where we stand in regard to the *importance* of cultivating the memory, and the best manner of its training.

There is a serious danger in following the methods and plans of others without studying the child's mind; without knowing what are its faculties, and what their order of development. As Noah Porter has well said:—"The clear, methodical, and satisfactory communication of knowledge follows from often asking, 'What truths are most easily and naturally received at first or as foundations for others? What illustrations and examples are most pertinent and satisfactory? What degree of repetition and inculcation is required in order to cause the instruction to remain? How can individual peculiarities of intellect be successfully addressed; and, if need be, corrected?'"

When we have passed by serious dangers in our profession, and have secured as our pilot experience, it is so natural to wonder why others do not avoid the quicksands of error. We forget the painful process of learning through mistakes. Yet while we should have charity for the younger members of our profession, surely it is right to warn them of dangers ahead;

and it seems to me there is imminent danger of their falling into the mistake of adopting the mere exercises of some eminent teacher in their department, without considering the great truths which underlie all genuine education, and whose wealth of power can never be exhausted. This results in that most serious obstacle to mental improvement,—the belief that everything concerning teaching in their own grade is already known.

We can never enter with energy of soul into any work so long as we are indifferent to it, or so long as we consider it a matter of trivial interest. Consequently we shall speak first concerning the importance of the cultivation of memory.

In considering the value of anything, we must examine both its intrinsic worth and the estimation in which it is held by others. On consulting different works upon "The Human Intellect," we find that a distinction is made between remembrance and recollection, but that the whole subject is treated of under "Memory," so we shall use the word as "the generic term, denoting the power by which we reproduce past impressions." If the intellect is trained at the expense of the heart, an abnormal development of the soul is the result; is it not equally true that in order to educate the intellect successfully there must be harmony in the growth of its faculties? We are aware of the fact that there have been instances in which the spontaneous memory has been remarkable in those who have been as noticeable for their inferiority in reasoning; but we question if the instances are *numerous* in which the reason is active and the intellectual memory feeble.

Johnson says, "Memory is the purveyor of reason," which means that when we sit down to the "feast of reason and flow of soul," memory must furnish the table.

It seems apparent that the highest culture is that which gives the mind possession of all its powers. But in this practical age we are met on every side with the question, "But of what use is it in helping you to get a living?" There is not a department of human labor in which its service is not invaluable. Even the memory of faces and names is necessary for the good clerk. What makes a certain young man more desirable than the fact that he draws custom to a store? In what does the secret of his popularity consist more largely than in his recognizing that personality in us which is insulted if our names or our little peculiarities of disposition

are forgotten? Memory is of service to the mechanic, not only in acquiring his trade but that he may become a skilful artisan through remembering every step in his work, so that if there has been a flaw he may discover its exact place, and know how to avoid it in future; it aids him, too, in the work of improvement. Science demands not only the ability to collect facts by observation, but the recollection of laws and principles to be applied in disposing of these facts, that they may be made available for reason. How can Science make advancement without her handmaid, Memory?

And what is History? a record of the past. It needs but to be defined to know that it would be impossible without memory; but yet it would be instructive, if it were possible, to notice the power of this faculty in its writers, from the time of Plutarch, with his well-stored mind, his *disciplined* memory, until we come to Macaulay, that remarkable scholar, who had even the spontaneous memory in a wonderful degree, yet concerning the strength of whose other faculties of mind we dare not doubt. You do not question the necessity for the orator of the representative faculty in the form of imagination, nor should you question the need of it in this form, for the mass of mankind delight in a solid basis of fact. Let us hear what an orator of great power, Edmund Burke, has said:—"He that borrows the aid of an equal understanding doubles his own; he that uses that of a superior elevates his own to the stature of that he contemplates." And now we come to the Poet. Among all the beauties of mythology, it seems to us a rare fancy which called Mnemosyne, the goddess of memory, the mother of the Muses. It is true the poet looks with prophetic eye into the future, but he reads it by the light of the past. We find the present Laureate singing in his sweetness,—

"Thou who stealest fire
From the fountains of the past,
To glorify the present; oh, haste,
Visit my low desire!
Strengthen me, enlighten me!"

And another, a woman, with a woman's tender affection, says—

"And memory of things precious keepeth warm
The heart that once did hold them."

Let us now consider briefly the estimation in which the cultivation of memory has been held. That the ancients held it as a matter of importance is shown by their method of educa-

tion. The works of their best poets were almost universally committed to memory. Langhorne says in his *Life of Plutarch* "Mr. Locke has justly, though obviously enough, observed that nothing so much strengthens this faculty [memory] as the employment of it. The Greek mode of education must have had a wonderful effect. The continual exercise of the memory in laying up the treasures of their poets, the precepts of their philosophers, and the problems of their mathematicians, must have given it that mathematical power of retention which nothing could easily escape." We would call attention to the course of study in colleges. We know that at the present day there exists a fault-finding disposition, which criticises severely the amount of time spent upon the classics, but, nevertheless, we believe that there still exists a firm belief in their importance among those who study education as a science; and the training of the memory, though by no means the only end to be gained by their study, plays an important part among the reasons for their value.

That there are earnest thinkers even at the present time when there is a growing tendency to speak lightly of the memory, who feel the importance of its discipline, was shown at a meeting of the State Association a few years ago, when a leading educator, a mathematician too, speaking on the high-school question, called attention to the fact that the discipline of the memory had been too much neglected for the last twenty or thirty years.

[Here I shall have to drop the editorial "we," and lose its protection while I state conclusions to which my own observations have led me, but which may raise dissent in the minds of many.] While I believe the High School has room for improvement in this direction, still I think it is doing more in this special training of the memory than is done in our lower grades. You ask why I believe so. Because I find that the pupils in our A class acquire with more alacrity and recall with greater readiness than those in our lower classes. I have a Latin class composed of some pupils from each of our grades. Exceptional scholars always do exceptional work, so that they do not enter into the comparison. Now I find considering the mere act of memory, apart from all else that enters into the study of language, that the average scholar of the A class surpasses the average scholar of the B, and the average scholar of the B the average scholar of the C. You tell me that it is

owing to the additional year of mental discipline. It may be; and I wish here to state distinctly that if I make any errors I shall be glad to have them corrected, as I am only searching for truth, not trying to establish any pet theories. But I fully believe that there are other reasons for the difference. The work of committing choice passages from good authors is more systematically carried on; not only for the purpose of declamation, but in various regular recitations. The number of definitions and rules learned is larger, and greater exactness is required in the recitation of them. Then the pupils do more studying, a thing which ought not to be changed, but which, undoubtedly, gives them an advantage in regard to the cultivation of this faculty. All the writers upon mental philosophy tell us that there is a natural order of development of mind, and agree in stating that the memory should receive early attention. Now I claim that we should exercise it not only in the ordinary exercises of the school-room, but that the committing to memory in the exact words of the author passages either in prose or poetry, should be commenced at a very early date. Here I must speak earnestly. I believe there is a serious danger of teachers misusing what might be a most effective means for good in their schools. I mean the requiring or even *permitting* their pupils to learn, for the mere purpose of raising a laugh among their schoolmates, or entertaining the patrons of the school, selections, which, if it would be harsh to call low, contain nothing to improve the mind or elevate the heart. An injustice is done to the patrons of the schools when we say that we have to do this in order to interest them. More than three-fourths of the parents take a real pleasure in anything that is well done. They enjoy an exercise in any of the common-school branches if only teacher and pupils are alive. Then there are poems from our best authors which touch the common heart of humanity if only uttered with distinctness of voice and beauty of expression. You say that you must find selections that your pupils can understand completely. As distinguished a teacher as Dr. Arnold has said with regard to younger pupils, "It is a great mistake to think that they should *understand* all they learn, for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas, a man cannot usually recollect a thing unless he understands it."

Yet if you cannot agree with him, you will surely find, if

you try, much in our classic English authors within their comprehension if you will take the trouble to select and a little pains in explanation. My own opinion is that we are apt to underrate the ability of our pupils; and it is better to demand a little more from them than they can do readily than not to task them to their uttermost. John Stuart Mill says,—“A pupil from whom nothing is ever demanded which he cannot do, never does all he can.”

This work cannot begin too early in life. A friend of mine who has a most excellent memory says that he thinks one reason for it is that he lived in the country when a little child and his mother devoted a great deal of time to teaching him hymns, Bible verses, and poems.

A short time ago a minister in our city in speaking of the beauty of the Bible in a literary point of view, remarked that Daniel Webster had said that all that was good or beautiful in his style came from the influence of the Bible verses taught him at his mother's knee in childhood. Will not all good literature thus memorized in early life not only purify the style of the writer, but elevate and grace conversation? But more important and better than all else will be the influence upon character. Artists go and study the works of the old masters and carry away a mental picture to be ever with them in their work; let us study the word-paintings of gentle actions or heroic deeds that we may ever be influenced towards like nobility. When tempted to lose faith in humanity how like clarion notes come those lines from Lowell:

“*Be noble!* and the nobleness that lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own.”

A few words now in regard to this work in the various grades. In visiting some of our primary schools I have noticed how many of the children know very accurately the words of their little songs. For several years of their school life I think they might be taught little poems for concert recitation in the same way that they are taught these songs. After some familiarity with the selection has been acquired in this manner, call upon individual pupils to recite, but never prompt a pupil so reciting. If he fails one day, try him the next. From the lowest to the highest grade this rule should be regarded. The effort to recall is an important exercise in the cultivation of the intentional memory, and the teacher who assists in it causes

her pupil to lose a valuable exercise whenever she renders the assistance.

When the pupils are sufficiently advanced to do this work of committing without assistance, the teachers will do well to have some books to lend to their scholars for this purpose.

Money invested in good books for our pupils pays a better dividend than any thing else of which I have any knowledge. Allow your pupils to make their selections but always require them to submit them for your approval before beginning to learn them. Teach them never to select anything merely because it is new, nor reject it because it is old. Is not this an old world with a wrinkled face upon which we are living? Do we love it any the less for its age? Have not the sun and moon been shining for ages, yet is their radiance any the less welcome on that account? Are not truth, justice, and love as old as God himself who is eternal?

And now leaving this branch of my subject, I shall beg your pardon for the length of time I have dwelt upon it, but it has been because I feel so thoroughly convinced of its importance.

In all the common branches of education, between what should be memorized and what should not, the teacher must exercise a careful discrimination. Of course there are studies which are mainly for the purpose of strengthening the reason, and we do not suppose that *any* teacher will permit the memorizing of these. Besides these are certain things which should be used as language lessons, and the pupil should be encouraged at times to give the author's thought in his own words, but definitions and rules ought to be given in the words of the author. The definition must first be understood; we must never have our pupils learn words merely; but the ability to define accurately demands a high order of intellect, such as we cannot expect to find in children; in addition to this the author is supposed to have given his subject such consideration as has enabled him to condense his thought—another very important reason why his words are best.

Learn processes before rules; but when the rules are given they should be exact. Accuracy is something which cannot be too highly valued. Clear methodical habits of thought and expression are of priceless worth. Intellectual looseness will be the result of our accepting a mere jumble of words for definitions and rules. Moral laxity may be the result of intellectual looseness. Let us consider next the study of language

as connected with the discipline of memory. It is with the learning of our native tongue that the training of the intentional memory begins; which seems a good reason why other languages should aid in its discipline. We have heard so long that the study of language strengthens the memory that we have accepted it as other trite truths without investigation; but recently I have been making some experiments and I find that my pupils who are studying Latin remember more accurately and recall more readily things that I tell them on various subjects than those who study no language except their own. I think it is due to the fact that they are expected to retain and use the words which they are constantly learning and it forms a habit in them of expecting that what they hear will be called for at some time. Then they are bound constantly to trust the memory which renders it a better worker. In teaching other languages we must observe some of the same regulations that are necessary in teaching little children to read. We must see that the *word* is learned so that it can be recognized in any connection and the vocabulary be thus increased.

If the full value of the study of language as a discipline for the memory would be gained, written translations must not be allowed except at stated times and for special purposes. They have their place and time, but not in the daily recitation, nor in preparation for it. Passages of Latin authors should be committed to memory. When difficulty is added brain is added. Dr. Arnold thought that Greek and Latin grammars in English were attended with a disadvantage because the rules which in Latin fixed themselves in the boys' memories, when learned in English were forgotten. However this may be, we know by experiment that the memorizing of passages from Latin authors not only develops the muscle of the memory (if we may use the expression), but helps greatly in giving an additional knowledge of the language.

And now let us consider the conditions of memory. With regard to artificial memory we shall say very little, because we believe that natural relations are always preferable to those that are arbitrary and mechanical. For the child it scarcely seems at all necessary; if there are circumstances under which it does seem to be so, the teacher who feels inclined to use such artificial associations will be found to have a taste which does not need encouragement. The circumstances that are necessary in order that the pupil may remember tenaciously and recall

promptly are such as lie at the basis of all true education and therefore to hear them will seem like hearing an old story, but like some other old stories they cannot be heard too often.

. We must first notice the condition of the body. When the pupil is in a condition of health, all intellectual effort is easier, and what he apprehends at such a time he can recall with automatic readiness and precision. If he is suffering any physical annoyance he cannot fix his attention so as to perceive clearly and remember accurately. We do not wonder that some teachers accomplish little either in the government or instruction of their pupils when we are compelled to endure for a few moments the heated and impure air of their school-rooms. They do not understand that it is a matter of policy, as well as of duty, to make their pupils as comfortable as possible.

When the mind is distracted either by an internal feeling or an external object it cannot give attention; and without attention there cannot be recollection, because the mind cannot recall what it has not made its own. What is the literal meaning of *attention*? *A stretching towards*. How can there be a longing for anything, a stretching towards it, if it fails to interest. Now let us look at this word. *Inter, between, and esse, to be*. How can we bring others *to be within* that into which we ourselves have not entered?

Memory has its moral condition, which implies truth to one's self in picturing to one's own imagination with fidelity what has been seen or learned; and truth to others in describing that picture faithfully.

An essay upon the subject of memory would probably seem incomplete without some reference to reviews; but their value has been set forth so clearly within a few months past in this Educational Monthly that at the present time we need not dwell upon their importance. A demand for repetition lies within that truth of mental science that "the mind tends to act again more readily in a manner or form which is similar to any in which it has acted before, in any defined exertion of its energy."

There is a philosophical reason for the review of the common-school branches by the pupils in our High Schools before their graduation. The memory of the child differs from that of the youth, and the facts which he has accumulated in childhood held together by the lower and more obvious associations, will

be lost unless they are rendered secure by a review which will enable the older pupil to re-arrange these same facts under the higher relations which are now possible for him since his intellectual memory has attained greater development.

And now, fellow-teachers, in conclusion allow me to beg of you to use every means in your reach to improve the faculties of your own minds. He who ceases to acquire knowledge will surely lose that ability which will enable him to instruct others in the proper way of acquiring it. Do not neglect the discipline of the memory by systematic labor. Whatever your previous successes, be "Like a brave wrestler who, after he has come off conqueror, observes the common rules, and continues his exercises to the last."

M. W. SUTHERLAND.

THE EDUCATION OF THE FARMER.

[The following is a brief abstract of an address delivered before the Indiana State Board of Agriculture, by Dr. E. E. White, President of Purdue University.—ED.]

Aristocracy has always opposed the education of labor. Each of the three great aristocracies has its own pet dogma on the subject. The aristocracy of Caste asserts that the great mass of mankind are born to serve, and the less intelligent the servant the more cheerful and docile the service.

The aristocracy of Capital asserts that intelligence increases the price of labor, and hence is a tax on capital. The more intelligent a man is the greater are his wants, and the higher must be his wages in order to meet his increased necessities. Ignorant labor has few wants to supply and hence is content with low wages.

The aristocracy of Culture asserts that the great mass of mankind are born dullards, and all attempts to educate them are futile. The few on whom God has bestowed the gift of brains are commissioned to do the world's thinking, and thus monopolize the right to education.

These dogmas unite in opposing all efforts to uplift the laborer by the power of education. The present condition of the country fills the air with their assertion in some form or degree. There has been a rush of young people into positions which do not tax the muscle, with a growing disinclination

to obtain a living, by hard work, and all this is boldly charged against the schools. Schooling spoils children for labor, it is asserted; it makes them discontented, and idle, etc.

It is, said the speaker, too common a trick of logic to connect two contemporaneous phenomena as cause and effect. The moon is thus made responsible for many results in agriculture; and the schools are just now made responsible for many of the ills that afflict humanity.

It is possible that the schools are not doing enough to inculcate a respect for labor, and disrespect for idleness. They may not be sufficiently effective in correcting evils which have their source outside of school-rooms.

Many causes have been contributing to the evil which has been mentioned. The first of these is the influence of slavery, which once permeated the entire country with degrading views of labor. It will take a hundred years to recover from the influence of the slave code with its "mudsill" theory of labor.

Another cause is immigration, which has filled nearly every department of common labor with ignorant and cheap workmen, crowding out intelligence or subjecting it to unpleasant social conditions.

A third cause is the rapid development of the country, opening a multitude of employments and bidding for bright and intelligent youth to fill them, thus causing a rush, so to speak, from the farm into the towns and cities.

Political and social ideas, resulting from free institutions, have also done much to incite the ambitious and aspiring to seek those employments which lead to public life and official position. They have also tended to make the idea of service unpleasant.

Much of the idleness which disgraces and degrades our industrial life is due to inborn laziness. A disinclination to work is no new thing under the sun. It is as old as human nature, and there is no evidence that it is peculiar to the educated and intelligent. On the contrary, the lower the condition of a people the less the inclination to work. In savage tribes the work is done by those who are compelled to toil either by hunger or external force. In half-civilized nations the work is chiefly done by the women, who in all material respects are slaves, and generally men do not work except from necessity or interest. Until human nature changes there will always be

persons who prefer to get a living by their wits rather than by manual toil.

These and other causes which might be named, are certainly sufficient to account for the condition of American industry, without charging it to the schools. Schooling may spoil some people, but many more are spoiled for the want of it.

Over against these dogmas of aristocracy the speaker put a few propositions which are abundantly sustained by experience.

1. Education promotes industry and lessens idleness. It awakens and multiplies desires, and thus incites effort to secure the means of their gratification. The Indian builds his rude wigwam and fashions his bow and arrow and tomahawk, and with these his wealth and industry cease. Ignorance everywhere clothes itself in rags and lives in hovels, but when man's nature is opened by education his desires clamor at the gateway of every nerve and sense for gratification. Effort is thus incited, and the forms of industry are multiplied. Wealth is the child of intelligence.

2. Education makes labor more skilful and more productive. This statement is based on wide comparisons of intelligent and ignorant labor, and is no longer questioned by any one familiar with the facts. The hand is another hand when guided by intelligence, and the nations are now appealing to education to give success to their industrial interests.

3. Education improves the condition of the laborer. Nowhere do educated people cover their nakedness with rags. Intelligence creates wants and impels to effort, and thus multiplies and secures comforts and easements. It adds to the dignity of labor.

In conclusion the speaker applied these principles to farming, urging that no industrial occupation demands greater intelligence, or wider information, or affords more time for self-improvement. He urged the importance of carrying the education of the farmer higher than the mere rudiments. He showed the practical value of a knowledge of natural history, not only for guidance but as a source of enjoyment. Intelligence will make the life of the farmer attractive and greatly relieve it of the disadvantage of isolation. Education may take a few boys from the farm, but it will make many more contented with its duties and rewards.

EDITORIAL DEPARTMENT.

—We beg pardon of our readers for again referring to the age of this journal, as certain questions were asked us in the January issue of the Pennsylvania School Journal. The editorial therein published was no doubt written and probably printed before the receipt of our January number in which we explained our mistake of six months as to the age of the Pennsylvania School Journal. The January No. of the Pennsylvania School Journal is numbered 7 of volume 26. Is it strange that we should have made it begin in July 1852 as 25 times 12 plus 7 is exactly the number of months from July 1852 to January 1878 inclusive? The January number of our Monthly (see first inside page) is numbered 1 of volume 27. The Journal shows that at a meeting of the Lancaster-County Educational Association held January 3d, 1852, the President of the Association, the Hon. Thos. H. Burrowes, was requested to issue a prospectus for a monthly educational paper, and to take the editorial management of it "as soon as a sufficient number of subscriptions shall have been received to defray all expenses." The editorial says it is not known when the first number was issued, but it was labelled "Vol. I, Lancaster, Pa., January, 1852, No. 1." It says Mr. Burrowes, having probably previously entertained the project of establishing such a journal, did not wait for subscriptions. The journal calls on us to tell a better story if we can. Well here is our story, whether better or worse. At the semi-annual meeting of our State [not County] Teachers' Association, held about the middle of 1851, a committee was appointed "to consider the propriety of establishing an Educational Paper as the organ of the Association." The next annual meeting was held December 31, 1851, and January 1, 1852. On January 1, 1852, Lorin Andrews, from the Committee, reported "recommending that a paper be published monthly, in octavo form, each number containing thirty-two pages, at one dollar a year; and that all the Teachers of the State be requested to act as agents and correspondents." After a full discussion the Chairman of the Committee called upon delegates for pledges, and after a few minutes pledges for 1200 copies were reported. The first number of Vol. I., like the Pennsylvania School Journal, was dated January, 1852. Dr. A. D. Lord, the editor-in-chief, had for the 5½ previous years been editing "The Ohio School Journal" and its successor "The School Friend and Ohio School Journal," which gave place to the new journal. Since the first number not an issue has been missed, as is declared to be the case with the Pennsylvania School Journal. When the State Association ceased to be pecuniarily responsible for the support of the Ohio Journal of Education, it turned it over to F. W. Hurtt & Co., who after 1859 published it as the Ohio Educational Monthly, a name expressing the same idea as the previous name but expressing in addition the frequency of its issue. It remained as the organ of the Association, the Association being entitled to 10 per cent on receipts for subscriptions in excess of 1500. The change of name was a mere fancy, and no more

destroyed the identity of the periodical than does the change of a woman's name by marriage destroy her identity. This is our story. We are willing to be considered one of twins, but we are disposed to believe that we were born first. Hand in hand let the twins do battle in the future as in the past twenty-six years, for the great cause of education.

—THE teacher should be the greatest student in the school. When the teacher exhibits zeal in the pursuit of the branches taught, this zeal begets a corresponding zeal in the pupils. But his influence should be much wider; it should beget in pupils a love for literary and scientific investigation reaching beyond the ordinary school studies. It is impossible to estimate the value of the inspiration of an enthusiastic and well-informed teacher. The teacher who has not a love for good reading will exert little influence in the way of engendering among pupils this most valuable of all educational acquisitions. The teacher who manifests no fondness for scientific experiments will not induce among his pupils a fondness for such work. We have made these statements as an introduction to a protest that we wish to make, looking to the welfare both of teachers and pupils. We protest against the practice of doing school-room work out of the regular school hours. No teacher should correct compositions, spelling papers, or examine in any way pupils' work, outside of school hours. The school programme should be so arranged that all this work should be done in school hours. If it cannot be done then it is plain that the teacher either has too many pupils or there are too many studies or exercises in the school. The time outside of schools should be sacredly devoted to the physical, intellectual, social, and moral growth of the teacher. The teacher whose time and strength are all exhausted by school-room work cannot grow, and the dread of a teacher's examination increases yearly. Who will join with us in the protest against the doing of school-room work outside of school hours?

—THE Ohio General Assembly is again agitated by the school-book question. This agitation is becoming chronic. The members last month had hardly settled down into their seats before one of the defeated bills of last winter was re-introduced. This bill was for the purchase of books by a commission, and furnishing without cost books to pupils whose parents are not able to purchase them. This project is far less objectionable than that of state publication. It will be severe on the local book trade, and a vigorous opposition may be expected from booksellers who will claim that it is an interference with a legitimate and honorable business, one that does much for the education of the people. We write this before seeing the exact text of the bill, and are guided by a newspaper report.

—THE Sanitarian is a 48-page monthly magazine devoted to the preservation of health, mental and physical culture. It is edited and published by Dr. A. N. Bell, New York, P. O. Box 1956. Price \$3.00 a year. To show that this periodical touches practically the teacher's

vocation it is only necessary to say that the first article in the January issue is the final report of a special committee on legislation, read by R. J. O'Sullivan, M. D., before the New York Medico-Legal Society, October 3, 1877, on "The Sanitary Interests of the Public Schools of New York." The editor gives a 3-page editorial on "School Discipline in New York." We commend this magazine to all intelligent teachers.

—BARNES's Educational Monthly utters its convictions in such a way as not to be misunderstood. The following is the peroration of one of its last month's editorials :

"We have made the egregious blunder of giving the ballot to all uneducated human beings of the male sex, and now we are making a still greater blunder by refusing to educate them. Our superintendents ought to get a lever under Congress, and lift them into the clear sunlight of their duties, and keep them there until they are willing to perform them."

—THE volume of the Proceedings of the National Educational Association, at Louisville, Ky., August 14, 15, 16, 1877, is an octavo volume of nearly 300 pages. The papers read cover a wide field of educational inquiry. The meeting having occurred shortly after the great railway strike and the consequent destruction of life and property, the subject of labor and education was a prominent topic. Besides the General Association there are now five Departments, namely, those of Higher Instruction, Normal Schools, Elementary Schools, Industrial Education, and Superintendence. Ten papers and addresses were read in the General Association, seven of which are given in full and abstracts of two more. The following list gives the number of papers published as the proceedings of the Departments:—four in the Department of Higher Instruction; five in that of Normal Schools; four in that of Elementary Schools; four in that of Industrial Education; making in all twenty-four full papers besides abstracts, proceedings, etc. No more important volume on education has ever issued from the American press. President Porter's paper on the Class System is alone worth the price of the volume. The same might be said of Dr. J. D. Runkle's paper, and several others. The volume will be sent postage prepaid to those not members for \$2. Lots of five or more will be sent at expense of the purchaser for \$1.25 a copy. Those wanting copies, and who does not want them, may remit to us and we shall order the books sent immediately.

—WE call special attention this month to our contributed articles. Mrs. Kraus-Boelte is high authority on the subject of Kindergartens, having been under the instruction of Mrs. Froebel. We expect to receive additional articles from her pen. The paper on the Cultivation of the Memory is rather long for our limited space, but the subject is important. Every teacher should make a vigorous and judicious effort to improve the memory of his pupils. We agree in the main with all the views advanced in the paper.

—We expect next month to give some attention to the High-School question, now attracting so much attention. We had intended to give this month Mr. E. H. Cook's views upon the subject, but his paper was mislaid and not found until too late for this issue. We also expect to give some important utterances from Mr. Rickoff on the subject of Public Schools and what should be taught in them.

—W. H. WELLS, of Chicago, author of a school grammar, and formerly Superintendent of the Public Schools of Chicago, and President of the National Teachers' Association in 1864, is preparing a document relative to English grammars published before 1800, with especial reference to the history of the potential mood. He has issued a circular giving a list of all the grammars in his possession published before 1800, as well as of all of which he has heard or obtained abstracts. Persons having grammars published before 1800 should write to Mr. Wells for his list. After examining it they can readily tell whether they could in any way aid him. After reading Mr. Wells's list we sent him a few references taken from our library and received from him a long letter from which the following is extracted:—"Many thanks for your favor of the 12th, freighted with just the information I desire. I am almost jealous of your crowding into my field, and am quite surprised to find that you are so rich in antiquity. You have one book that I have sought for in vain. 'The Royal Grammar, explained by Wm. Walker, 1695.' It is advertised (ed. of 1670) in a fly leaf of my Walker's *English Particles*, and I sent a special order for it to London a year ago, but it could not be found; and I have not noticed it in any of the numerous Library Catalogues of this country, though I have not searched especially for it." We give this quotation from a private letter to show that Mr. Wells will be grateful to any one who will send him information not in his possession. There may be some of our readers who can furnish information that will be very serviceable to him.

—THE redoubtable Geo. A. Groot and R. I. Willard, as members of the Judiciary Committee of the Cleveland Board of Education, reported January 7, 1878, against the legality of the Normal School. The City Solicitor, Wm. Heisley, reported in favor of its legality, and his report was concurred in by Geo. A. Bemis, a member of the Judiciary Committee. Letters were also read from Ex-Commissioners Harvey and Smart, declaring in favor of the legality of the school. The best way to decide this matter is to say that in education; Boards of Education have the right of "eminent domain."

—It is human to err. Our worthy contemporary, the New-England Journal of Education in one column of its issue of January 10, gives the following evidences of humanity:—"Hon. Neil Gilman" [Gilmour], Allentown [Ottawa], J. Fraize Richards [J. Fraise Richard], Frindley [Findlay], Waseon [Wauseon], J. S. Jones [J. F. Jones], Wapatconeta [Wapakoneta], S. L. Deford [S. F. De Ford].

—We find the following in the New-York Weekly Tribune of January 9, 1878:—

"It is said that in Cincinnati schools when the children are examined by a teacher, say in mental arithmetic, the one that gives the promptest answer receives the highest percentage of credit. The one may possess as sound knowledge, and give as correct an answer as the other, but requires more time to solve the problem. This method of determining percentages runs through the examinations or recitations in all the studies, and is bad for the children's health, making them nervous, fidgety, and exhausted. It is a stupid practice."

This whole statement is crudely expressed, and we suspect does injustice to the Cincinnati schools. If there is no way to explain it away the schools certainly deserve severe criticism so far as this practice is concerned. Will some Cincinnati teacher give us the facts in the case?

—THAT our readers may know what was done at the meeting of the Department of Superintendence of the National Educational Association in Washington, in December last, in reference to the Paris Exposition, we give the report which was adopted and copies of which were furnished to the President of the United States and Mr. McCormick, Commissioner-General.

The committee appointed to consider the question of the representation of the educational interests of the country at the Paris Exposition respectfully report the following propositions:

1. That we consider it of the utmost importance that the educational interests of the country should be represented at the Paris Exposition.
2. That the President be earnestly requested to appoint as one of the paid Commissioners provided for in the Act of Congress, a competent scientific expert in matters of education, to organize and take charge of the educational exhibit of the United States, and to report upon Group II. of the Exposition relating to education, instruction, and products of the liberal arts.
3. That the President be also requested to appoint a fair proportion of the honorary Commissioners with reference to their special qualifications, either to assist in organizing such an exhibition as is contemplated by Group II., or in reporting upon the question of education as therein exemplified.
4. That an effort be made to have set apart a fair share of the appropriation made by Congress for the organization and installment of the educational exhibit.
5. That the Commissioners assigned to take charge of the educational exhibit be urged to establish as soon as practicable a headquarters at the port from which the goods are to be shipped for the purpose of receiving articles and arranging the exhibit.
6. That if the measures above indicated be substantially adopted, we pledge ourselves to unite in an effort to have the educational interests of the whole country adequately represented in all their departments, means, methods, and results; but if these interests should be ignored in the appointment of Commissioners or in the distribution of the money appropriated, we deem it impossible to make an exhibition that will be creditable to the country.
7. That a copy of this report, signed by the officers of the Department, be placed in the hands of the President of the United States and such other authorities as it may be proper to advise concerning our views on this subject.
8. That the Committee be continued for the purpose of carrying what is herein proposed into practical effect.

—We have received the following from Dr. Joel E. Hendricks, Editor of the *Analyst*. He sees clearly the origin of Benson's wordiness, and the absence of clearly-defined reasoning:—

"As you invite your readers to send you their 'impressions' of Mr. Benson's

letter, published in the *Educational Monthly* for December, inst., I will say that, in my opinion, no person, who has anything else to do, can afford to reply to Benson's arguments, because they are, in the main, merely a play upon words. For example, striking out the two adverbs, 'essentially' and 'fundamentally,'* we may admit his first proposition, which is, that a straight line differs from a curved line. With this restriction of the first proposition, his second proposition becomes simply a repetition of the first. The third proposition is not true, but would be defended by Benson by a play upon the word 'dissimilar.' The fourth proposition is also untrue, but would likewise be defended by Benson by a shuffling on the word 'dissimilar.' The fifth, sixth, and seventh propositions may be granted without qualification, and the latter terminates without any conclusion."

These comments of Dr. Hendricks's remind us of the following celebrated letter written by Dr. Whewell to the notorious and persistent cyclometer, James Smith, Esq.

THE LODGE, CAMBRIDGE, September 14, 1860.

SIR,—I have received your explanation of your proposition that the circumference of the circle is to its diameter as 25 to 8. I am afraid I shall disappoint you by saying that I see no force in your proof; and I should hope that you will see that there is no force in it if you consider this:—In the whole course of the proof, though the word circle occurs, there is no property of the circle employed. You may do this: you may put the word *hexagon* or *dodecagon*, or any other word describing a polygon, in the place of *Circle* in your proof, and the proof would be just as good as before. Does not this satisfy you that you cannot have proved a property of that special figure—a circle? Or you may do this: calculate the side of a polygon of 24 sides inscribed in a circle. I think you are mathematician enough to do this. You will find that if the radius of the circle be one, the side of this polygon is .264, etc. Now, the arc which this side subtends is according to your proposition, 3.125 divided by 12 equals .2604, and therefore the chord is greater than its arc, which you will allow is impossible.

I shall be glad if these arguments satisfy you, and

I am, Sir, your obedient servant,

W. WHEWELL.

*"The only *essential* and *fundamental* property of a line is *length*; and as both a straight and a curved line have length, they cannot be said to be 'essentially' and 'fundamentally' different."

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—We send the Parents and Teachers' Monthly with the Ohio Educational Monthly for \$1.90 a year.

—DRAWING is now taught in the Public Schools of Ironton, Ohio.

—THE enrolment in the Public Schools of the village of Collamer is 160.

—"THE Kindergarten Messenger" has been united with "The New Education."

—THE February number of the National Repository contains an article on the revision of the Bible.

—THE January issue of the *Eclectic Teacher* is the best of the nineteen numbers now published.

—“ESTHER” was given five nights in West Liberty, Ohio, for the benefit of the schools. Receipts \$325.24.

—THE percent of attendance of the Piqua High School for the month of December was 98.7; average percent of scholarship 84.5.

—“The Teacher’s Defence,” by N. K. Royse, published in our December issue, has been copied by the *Maryland School Journal*.

—THE American Library Journal has now become *International*, having dropped the word *American*. It is just the thing for every librarian.

—THE Centre-Township Teachers’ Association was organized in New Lisbon, Ohio, December 29. A programme was adopted for a meeting to be held January 19.

—THE total expenditures for Public Schools in Ohio last year, was \$8,036,620.32; 23,003 different teachers were employed, 722,240 pupils were enrolled, and 448,100 attended daily.

—A County Institute was announced to be held in Piqua, January 11. Van B. Baker, of Sidney, A. C. Deuel, of Urbana, J. W. Dowd, of Troy, and many others were expected to be present.

—IN the Fall term of sixteen weeks of the Oberlin Public Schools 704 pupils were enrolled, 92 being in the High School. Eighty-five pupils were neither absent nor tardy within the term.

—WE have received the twenty-one question papers used at the December examination of the Columbus High School. In each subject, except Drawing, the number of questions or exercises given is ten.

—THE Public-School expenditures in the State of New York last year was \$10,976,234.45, the whole number of teachers employed, 30,161, number of pupils between 5 and 21, 1,586,234, and enrolment in the schools, 1,023,715.

—PROF. L. S. Thompson’s excellent paper on Drawing in a neat pamphlet can be obtained for 15 cts. a copy. One dozen copies will be sent for \$1.00. Address him at Lafayette, Ind. This exhaustive document should be widely circulated.

—THE Tennessee Constitution, as amended in 1870, has the following sentence as the close of the Education Section:—“No school established or aided under this section shall allow white and negro children to be received as scholars together in the same school.”

—THE Gallipolis Bulletin of January 2, contains a long letter by Prof. A. A. Moulton, of the new college at Rio Grande, containing strictures on an article in the *Reunion* entitled, “The Study of the Ancient Languages as conducted at the National Normal School.”

—ON the 8th and 9th of this month an Institute will be held in Sidney. The home talent of the county will be assisted by Wm. Hoover, of Bellefontaine, C. W. Bennett, of Piqua, J. W. Dowd, of Troy, and C. W. Williamson, of Wapakoneta. An entertainment is to be given each evening.

—THE American Naturalist is now published in Philadelphia, by M'Calla & Stavely, 237-9 Dock Street. The editors are Dr. A. S. Packard, Jr., and Prof. E. D. Cope of Philadelphia. The January number is not inferior to its predecessors. The leading article, "Social Life among the Aborigines," is by W. H. Dall of Alaska fame.

—THE Public Schools of Chillicothe, Ohio, are under the charge of an able Superintendent, forty teachers, and a live Board of Education. The supplies are said to be generous. We expect to hear of good results from Chillicothe. Live Public Schools will soon relieve Chillicothe, our ancient capital, of the charge of being made up of decayed aristocrats.

—UNCLE Charlie's Illustrated Game of Botany consists of an instructive collection of cards, teaching the difference between endogens, exogens, the shape of leaves, etc. We have amused ourselves in playing the game with a girl of fourteen who became greatly interested in it. Address C. W. Seelye, Box 414, or care of James Vick, Rochester, N. Y.

—W. B. BONNELL, the Georgia editor of the Eclectic Teacher, hopes that other Boards of Education will imitate the New-York-City Board, and discard Brown's Grammars. We fear Mr. Bonnell's opinion as to grammars is not worth much. Brown's Grammar is vastly better than the average of the herd of grammars now used in the United States.

—THERE are 60 pupils in the High School of Marysville, Ohio. The school has three courses of study, an English, a Classical, and a Teachers' Course. Book-keeping, or account keeping, and business forms, such as bills, receipts, accounts, etc., are taught in the third or fourth year, or as soon as pupils are able to write legibly. W. H. Cole, formerly of Wilmington, and author of the Institute Reader, is now Superintendent of the Marysville Public Schools.

—THE following is the previously-announced programme of an Institute that was to be held in Anna, December 21, 22. Van B. Baker, "Literature"; S. Wilkins, "How and Why"; J. S. Read, "Teaching in Country Schools"; Van B. Baker, "Abbreviations in Practical Arithmetic"; J. W. Dowd, "Exposition of the Metric System"; J. C. Ridge, "What are the best Methods of teaching Primary Reading?"; C. W. Bennett, "The Practical Teacher"; J. C. Ridge, an evening entertainment.

—THE previously-announced programme for the meeting in Canfield, January 26, of the Mahoning-County Teachers' Association is as follows: "Teaching Religion in the Public Schools" by J. S. McClure, of Poland, discussion to be opened by R. D. Gibson; "The Mental Culture Demanded of the Teacher" by Miss S. E. Pearson, of Youngstown, discussion to be opened by Miss Emma Austin; "Digestion and Health" with blackboard illustrations, by W. N. Hull, of Youngstown.

—THE officers elected at the December meeting of the Northeastern-Ohio Teachers' Association, were as follows:—President, J. H. Lehman, of Canton; Vice-President, H. R. Chittenden, of Oberlin; Secretary, T. G. McCalmont, of Madison; Treasurer, W. R. Comings, of Medina; Ex-Committee, H. M. James, of Cleveland, E. A. Jones, of Massillon, and H. M. Parker, of Elyria. The election of Mr. Lehman was a deserved compliment to a young, energetic, and whole-souled superintendent.

—THE Trumbull-County Teachers' Association met in Warren December 15. L. L. Campbell read a paper on "School Government," which was discussed by Messrs. Ghormley, Peck, Wight, and Clark; Miss M. C. Christy, of Kinsman, read a paper (subject not given in the secretary's report), which was discussed by Messrs. Moulton and Campbell; Chas. Fillius read a paper on "The Influence of Novel Literature on Culture, and the Duties of Teachers thereto," which was discussed by Mr. Bulla. Lizzie Kennedy, Messrs. Peck, Fillius, Wight, and Dilly responded to the query, "How shall whispering be prevented?" and Miss Christy to "Are teachers sufficiently careful to correct errors?" The executive committee reported that the next Teachers' Institute for the county would be held in Cortland, beginning about the middle of July and continue five weeks.

—A Convention of Presidents of Land-Grant Colleges was held in the Governor's office in Columbus, December 28. Present, J. D. Runkle, of Massachusetts, J. M. Gregory, of Illinois, S. S. Laws, of Missouri, Slagle, of Iowa, C. L. C. Minor, of Virginia, McKee, of Pennsylvania, G. W. Atherton, of New Jersey. Dr. Gregory was chosen President, and J. R. Smith, Secretary. The President read a paper on "College Degrees for the several different courses of study, Literary, Scientific, and Technological." Prof. Atherton in the discussion of the paper favored the abolition of the degree of Bachelor of Arts, which abolition was also favored by Dr. S. S. Laws and others. Dr. Runkle read a paper on "Scientific Studies and Courses of Study," and Prof. Atherton one on "Congressional Appropriations for Scientific and Technical Education." The subject of military instruction and drill in colleges was discussed.

—THE Annual Meeting of the Northwestern Ohio Teachers' Association was held in Ottawa, December 27th and 28th, 1877. An excellent Inaugural Address was delivered by Geo. W. Walker, of Lima, which was published in full in the Allen-County Democrat of January 3. The discussion of this address was opened by J. Fraise Richard, of Alliance. J. W. Zeller, of Findlay, read a paper on "Our Common Schools in Relation to the Future," the discussion of which was opened by Van B. Baker, of Sidney; H. H. Wright, of Defiance, read a paper on "The Need of Tact in the School-room," which was discussed by J. E. Sater, of Wauseon, H. S. Lehr, of Ada, and M. V. Switzer, of Leipsic; C. W. Bennett, of Piqua, read a paper on "Practical Teachers," which was discussed by J. F. Jones, of Columbus Grove; J. W. Dowd, of Troy, delivered an evening address, subject, "The Trinity of Success"; C. W. Williamson, of Wapakoneta, read a paper on "The German Language," which was discussed by J. W. Zeller; W. W. Ross, of Fremont, read a paper on "Mensuration taught objectively"; H. S. Lehr, one on "Normal Schools—their True Work," discussed by C. W. Williamson; A. G. Smith, of Perrysburgh, one on "Primary Teaching," discussed by J. W. Dowd. W. L. Walker, of the Kenton Bar, delivered an illustrated evening address on "The Earth's Rotation." Officers elected:—Pres., S. F. De Ford, of Ottawa, Vice-Pres., A. G. Smith, Sec., H. H. Wright, Treas., W. W. Ross, Ex. Com., G. W. Walker, C. W. Williamson, and C. F. Ginn. The

next meeting will be held in December in Lima. Committee on Reports, J. E. Sater, G. W. Snyder of St. Paris, and Eva Church; on Educational Bureau, C. W. Williamson, C. W. Bennett, and A. A. McDonald of Toledo; on Course of Study, S. F. De Ford, W. W. Ross, and J. W. Zeller.

PERSONAL.

—VICTOR EMMANUEL, King of Italy, died January 9.

—P. O. PHILLIPS is serving his third year at Collamer, Ohio.

—RALPH WALDO EMERSON has been elected an Associate of the French Academy.

—I. T. WOODS is Superintendent of the Public Schools of Cumberland, Ohio.

—EDWARD TRUMAN is serving his second year as Principal of the Burton (Ohio) High School.

—HAMILTON WALLACE, of Cadiz, has taken charge of the Public Schools of Hanoverton, Ohio.

—Prof. SIMON NEWCOMB, of Washington, has been chosen a foreign member of the Royal Society of London.

—T. W. PHILLIPS has been induced to resume his position as Principal of the Newark High School. He retired in June last to read law.

—The Hon. T. W. HARVEY, of Painesville, advocated County Supervision at an evening lecture before the Muskingum-County Teachers' Institute, in December last.

—Miss P. W. SUDLOW, Superintendent of the Davenport (Io.) Public Schools, delivered a very suggestive Inaugural Address at the meeting of the Iowa State Teachers' Association in December.

—THE Rev. J. G. Black, successor of State School Commissioner Burns, as Superintendent of the Public Schools of St. Clairsville, is, says the Guernsey Times of January 10, soon to be married to a daughter of ex-Governor Cox, of Toledo.

—Dr. THOS. S. LAMBERT, President of the Popular Life Insurance Co., lately convicted of perjury and sentenced to five years' imprisonment, had been an officious member for twenty-five years of the New-York Teachers' Association. We met him once at a meeting of the National Educational Association. He then had on hand the project of holding in New-York City a World's Educational Convention.

—THE Hon. J. J. Burns, our new State Commissioner of Common Schools, was delayed in reaching Columbus at the time provided by law for his term of service to begin, the second Monday in January, by a modified attack of typhoid pneumonia. We hope he has by this time fully recovered his health. Mr. Burns has kindly accepted an offer to use the Ohio Educational Monthly as a medium of communication with those engaged in the control of the public schools of the State.

INSTITUTES.

MUSKINGUM COUNTY.—Place, Zanesville; time of beginning, December 24, 1877; duration, one week; enrolment, 131; instructors, T. W. Harvey, R. W. Stevenson, John Ogden, and Prof. Swartz (Penmanship). Resolutions endorsing the Institute, complimenting the instructors and others, were passed. Officers elected:—President, H. A. Axline, of Dresden; Vice-Pres., W. L. Garges, of Uniontown; Sec., Wm. Kreager; Treas., Albert Norman, of Zanesville; Ex. Com., David Harris, of Zanesville, S. H. Buchanan, of New Concord, J. C. M'Gregor, J. N. Carr of Roseville, and Wm. Kreager. The Institute was declared to be the best ever held in the county. The next session will be held in Christmas week.

GUERNSEY Co.—Place, Cambridge; time of beginning, December 24th, 1877; duration, one week; enrolment, 157; instructors, Geo. S. Ormsby, U. Jesse Knisely, John M'Burney, and W. H. Morton; evening lecturers, Dr. David Paul ("Manhood Culture"), Hon. J. J. Burns ("Man"), John M'Burney ("The Aims and Methods of Teaching"), and Geo. S. Ormsby ("The Practical in the Common School" and "The State and its Schools"). Officers elected:—Pres., W. P. De Hart, of Liberty; Vice-Pres., M. J. Hartley, of Quaker City; Treas., Samuel Stewart, of Cambridge; Sec., D. M. Hawthorne, of Cambridge; Ex. Com., J. A. Bliss, of Jackson, G. W. Patterson, of Kimbolton, and J. R. Barr, of Cambridge. It is said the lectures were highly appreciated, and that the budget-box questions were of a high order and a source of great profit.

MEDINA Co.—Place, Medina; time of beginning, January 4; duration, 2 days; enrolment, 124; instructors, W. W. Ross and Harriet L. Keeler; evening lecturer, W. W. Ross ("The Growth of English Literature and Plea for Public Libraries.") The work of Mr. Ross and Miss Keeler was highly extolled by the reporter.

FRANKLIN Co.—Place, Columbus; time of beginning, December 21; duration, 4 days; enrolment, 170; instructors, Prof. Haywood, E. K. Bryan, John Ogden, and D. J. Snyder; evening lecturers, Edward Orton, ("What we drink"), and T. C. Mendenhall ("Water"). A new and interesting feature of the Institute was class drills or recitations conducted by different members. Officers elected:—President, W. Y. Bartels, of Westerville; Secretary, Belle Innis, of Columbus; Treasurer, L. L. Pegg, of Mifflinville; Executive Committee, D. J. Snyder, of Reynoldsburgh, D. C. Arnold, of Columbus, and W. S. S. Longman, of Clintonville.

BOOK NOTICE.

STUDENTS' TOPICAL HISTORY CHART, from the Creation to the Present Time, including results of the latest Chronological Research. Arranged with Spaces for Summary, that pupils may prepare and renew their own chart in connection with the study of any history. By I. P. Whitcomb, Principal Young Ladies' Seminary, Brooklyn, N. Y. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Price by mail postpaid, \$2.00.

This is a bound chart of 76 pages. The title-page gives a fair idea of the plan adopted by Miss Whitcomb, which is certainly the latest device that we have seen to make the study of history on the part of pupils effective. We recommend its examination to teachers of history.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

MARCH, 1878.

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✓ OUR COMMON-SCHOOL EDUCATION.

This address was delivered by A. J. Rickoff, December 28, 1877, after a banquet given at a reunion of the Cleveland High-School Alumni Association.

It is a trite remark that the public schools are for the children of *all* the people, but I make it for a reason. There seem to be some who think that there is an irrepressible conflict in these schools, between the interests of those who can, and of those who cannot complete their full curriculum. This notion finds expression in the repeated declaration that the child of the working man, who can attend school but a few years, cannot, in that time, get what he most needs, because his progress in the necessary branches of a common-school education is retarded by the attention which he gives to drawing, music, and other so-called fancy studies. It is said that these things are well enough for the children of the rich, but that the poor can not afford the time for such luxuries. What they need is to learn to read and write as soon as possible, and the demand is consequently made that they be permitted to pay exclusive attention to these essentials.

It is conceded that it will not do to make distinctions in the schools between the children of poverty and the children of wealth, and so the course of instruction must be reduced for

all. If any should ask for more, they are told that they can get it by paying for it. The more intelligent classes being thus led by a conviction that the public schools are not affording the education which the man or woman of culture needs; and the wealthy, stimulated by pride of class which is always too ready to assert itself, patronize the private schools; others follow, it becomes the fashion, and the public schools are abandoned by all who can by any sacrifices afford to leave them. And, I may add, that if the schools be made what the reformers would have them be, those leaving them would be justified in such a course. Class distinctions are thus fostered from childhood, and the bonds of sympathy which should exist between the citizens of our Republic, already weak enough, become still weaker, and, sooner or later, fearful disaster to the State must ensue.

Now, without entering into an extended argument for which the present occasion can afford no excuse, I will say that there is no such conflict in the elementary schools. What is best for one is best for all. No diversion should be made till it is necessary to determine the direction which the higher studies will take after the pupil has passed his grammar-school course. Here it is not a question between those who cannot go further, and their more fortunate companions, but a separation of those who would take different paths in their higher studies.

In the elementary schools, I repeat it, the interests of all are alike, whether for the first four years only, or for eight. There is much that is common between these children even though fortune has favored some and frowned on others. In the first place the poor boy and girl are destined to manhood or womanhood as well as the child that is "born with a silver spoon in its mouth," and that manhood or womanhood has a meaning as deep, as awful, and mysterious, for one as the other. In the second place, whatever difference there may be between them, as to wealth or poverty, both are born to the same great inheritance of American citizenship. The ballot, in the caucus and at the polls, is in the hands of both and here one counts for just as much as the other. In the third place, they are both to assume their places in society and in the family. The consequence of the relations which they sustain go on in widening circles of influence for all time. Let us speak of one of these relations in particular. What education, for instance, the fathers and mothers need to meet the respon-

sibilities of their position? I know that it must be their first care to provide for their children the means of subsistence; but a man has to provide that for his horse or his dog, if he happen to have one. There is something more to be done for the human child. The possibilities of what may be accomplished can be easily over-stated, yet the height and depth of human language cannot represent them. Let me, then, speak of the most obvious duties which await these teachers at the fireside.

The child is to be educated, and the mind of the thoughtless turns to the school as the means. But you know as well as I do that his schooling is not the half of his education. Even while he is at school the education of the home must go hand in hand with that of the teacher, or else the influence of the school will be apt to go for naught. But this is not all nor a moiety of the responsibility that these home teachers have to meet. For six years before the child goes to school and for six years afterward in most cases of early withdrawal from school, the father and mother are the sole teachers in the chief matters which pertain to the conduct of life.

Now, what qualifications must these home teachers have for this work, which is to affect the success and happiness of the individual, the good of society, and the prosperity of the State? Will a knowledge merely of reading, writing, and arithmetic suffice?

No, it is not the three R's which they most need now. It is the observing eye, the quick perception, the thoughtful mind, a loving heart, a good degree of intelligence regarding the phenomena of nature, the productions alike of artists and artisans, the relations of society, the interests of the State; and with all this, there must be abundant sources of rational amusement, so that home may be made more attractive than the haunts of vice. These things are equally essential to both poor and rich. If there be any difference they are more necessary for the former than the latter, for to the poor there is no means of compensating for the lack of any of them.

But we are met with the very pertinent question, whether reading, writing, spelling, and ciphering will not open the door to accumulated knowledge of the human race?

Let us see what there is in the mere ability to read and write and spell for the man not endowed by nature with more than the average intellect. What is there in reading but the power

to understand a written language just as the same individual understands the spoken language? Will he understand it any better than he does the spoken language? No, commonly not so well. Will he read what he does not care to listen to when spoken for his ear? No, he will seek for nothing higher or better in his reading than in his daily companionship and conversation.

And writing and spelling—what do they give more than the power to communicate thought or feeling, by means of the pen, as the same individual would by use of the tongue? Can he use this written language any better than the spoken? Commonly, not so well. Will he use the pen for better purposes than the tongue? No, "Out of the fulness of the heart" the pen speaks as well as the mouth.

If reading and writing, then, will not suffice to prepare the citizen for the duties of citizenship, for the earning of bread for himself and family, and for taking his proper part in the education of his children, and, above all, if they will do but little towards the making of a man who will find pleasure in the pursuits of science and literature, in pure amusements, and in the performance of the higher and holier duties of life, what can be done for him within the limits allowed to the teacher of the common school? I say that you can do much. You can make him intelligent in regard to the common things about him; you can give him those first lessons which will open his eyes to some of the beauties of nature which lie spread out before him in boundless profusion wherever he may go. He may learn from you some of the mysterious processes of growth in the vegetable world, he may get a pretty clear understanding of the laws of the lever, the inclined plane, and other mechanical powers, he may learn something of the properties of matter, the nature and use of the thermometer, he may acquire some knowledge of the atmospheric pressure and how certain changes affect the barometer, he may even gain some knowledge of the steam engine and the electric telegraph, he may be taught much that it concerns him to know regarding those conditions whereby his health may be preserved. All these and many more things of interest and importance he may be taught. In a word, he may be made an intelligent lad, even at the age of twelve or fourteen years; and more than this, he leaves school, if he has to leave at this early age, with at least the alphabet of the more important sciences. He knows what they are and

where he may get further information concerning them. He may open a book on botany, meteorology, physics, physiology, etc., and find the first pages easy and interesting, and so be led to pursue these studies, and, in after-life, he will be likely to associate himself with those who have a desire to improve themselves instead of becoming an habitu   of the bar-room and the variety theatre. This process of education will tend to cultivate habits of observation and reflection so that all that he meets with in nature, art, or the production of industry, will be laid under tribute to make a man valuable to himself, his family, his friends, and his country. But it may be asked why need the children of the rich study, or I should rather say, be taught these things. They will learn them at a later period and to better advantage. I will tell you. Dr. Carpenter, Mr. Huxley, Mr. Tyndall, Professors Owen, Henslow, Hooker, Michael Faraday, all the scientists, and all the educators of the world, who have risen to distinction tell us, when they speak at all on the subject, that the faculties which are called into play in the pursuit of these studies are actually impaired if they be not exercised in early youth. Some of them complain very seriously of the difficulties of teaching the natural sciences to young men who have been neglected in this particular in the elementary schools. A person cannot rise from reading the testimony of such men without a deep conviction that God never intended that any faculty of the human intellect, or soul, should be neglected at any period of life.

But objectors say that drawing and music are mere accomplishments and that those who want them for their children ought to provide for them outside of the public schools. Let me say that they who speak of drawing as a mere accomplishment are thinking of drawing as generally taught years ago in the schools of this country. They do not know that a great revolution has occurred in the manner and purpose of teaching this subject. If there be any one thing that has a practical outcome more than another it is drawing as it is now taught. States and nations within the last twenty years have poured out their money freely to secure the best training for their artisans in this branch.

But music, I am told, has no practical utility, and I am ready to grant it, if practical utility be not allowed for a branch, which does more than anything else taught in the schools to

divert young and old alike from vicious amusements and to elevate and refine the emotions.

But granting all that has been said of the importance of forming early habits of observation, the cultivation of the reasoning powers, and the necessity of calling into exercise all the faculties of the mind, granting the usefulness of instructing children in the elements of natural science, granting that drawing and music are desirable, some will yet urge the question whether all these things do not hinder the progress of the child in the more essential studies.

In reply to this question, I have to say that they are not hindrances, on the contrary, they are mighty aids in teaching what are called the elementary branches. The perceptive powers being quickened, the intelligence cultivated, all the child's faculties are the more easily called into play in learning to read, to write, and to cipher. In fact, it is only by a development of the whole mind that good reading is made possible. There can be no good reading without. Basing my judgment upon this truth, and on the testimony of many competent witnesses, I avow the opinion that reading has improved as the culture of the schools has become more liberal. Recently I have had occasion to inquire into the work done in the schools of the early part of the first century of our National history. I find that writing, reading, spelling, the elementary rules of arithmetic, and a little grammar, were the only branches attempted even in the best schools. (Geography had not then been introduced.) Now, from all the evidence we can gather, pupils did not do so well then in these essential branches as they do now. They learned to spell orally, but committed many errors when they came to write. The school reading of those days was a subject of more complaint than it is now; the definitions and rules of grammar were committed to memory without explanation; composition was almost or entirely neglected; the scholar was seldom carried in arithmetic further than the Rule of Three (fractions being out of the question), and no reason for the rules was ever given—so at least a score of reliable witnesses tell us. The boy was treated as if he had no faculty but memory.

No important change was made in the matter taught or the manner of teaching until about 1826. The mention of this date brings to mind the singular fact that this year is marked by the first admission of girls to the public schools of Boston.

Up to that time, on the payment of a small tuition fee, they had been permitted to receive instruction in the interval between the morning and afternoon session of the boys' school, picking up the crumbs that fell from their tables. Arithmetic even was thought to be unnecessary for them. Women's rights have progressed faster than most of us suppose.

For both rich and poor then the subjects taught in the lower schools, are all necessary, they all assist in the acquisition of the "essential branches," they are all desirable in the struggles of life, they all tend to make better workmen, as well as better scholars.

But we have to meet not only the mistaken and the pretended friends of the poor on this question. There is a class of men sometimes of high culture who maintain that it makes the working man discontented with his lot to be carried beyond the simplest elements of a common English education; they say that there must be "hewers of wood and drawers of water," and that they should be educated for their vocations. These men declare that the State has no right to do more than to provide for the instruction of all in the common branches, and in this they are joined by not a few men of extreme wealth who have to pay annually large sums of money for the support of schools they claim are no benefit to themselves.

Whatever differences there may be between the views and feelings of those who on the one side demand that the studies of the schools be restricted to reading, writing, and arithmetic, in order that the poor boy may acquire them in the shortest possible time; and of those who, on the other hand, deny the right of the State to give him anything more; I say whatever difference there may be between the aims of these two classes, they practically agree in this, that the schools should be adapted to the poor; and that, if the rich desire anything more they should pay for it. Now, what must be the result if either have their way? Fortunately we are not left to speculate as to the results which must follow in such a case. It is not fifty years ago that this doctrine was practically in the ascendancy in every State in the Union. Even in the State of Massachusetts, which has been styled the "mother of the public-school system" (See the life of Horace Mann by his wife, page 63; also Second Annual Report), the common schools in 1837 "had been allowed to degenerate into neglected schools, for the poorer classes only." The interests of the rich had been withdrawn

from them, and the result was that in some of the wealthiest towns they had been suffered to go down. If there was any exception to this state of affairs, in any part of the country, I have failed to find it in a pretty thorough investigation which I have recently made. Certainly Rhode Island, Pennsylvania, and Ohio were not exceptions. Such, in the past, has been the result of gauging the public schools to the wants of the poor alone, and such it will be again. The common schools are for all the people, and they must meet the demands of all classes or they cannot stand. Without the public schools our free institutions must perish. Let him then be accounted a public enemy, who would impair their efficiency, or strike from their course a single branch that is necessary to develop the highest type of cultured manhood and womanhood.

But the same parties who claim that the work of the lower schools should be confined to mere reading, writing, and arithmetic, claim, also, on the same ground, that the high school has no right of existence. The objections urged against it are of the most contrary nature. Only a short time ago I happened to be a fellow-passenger in a railway car with five Western Congressmen, who chanced to be speaking of educational affairs.

One said that it was well enough for the State to provide a common-school education for all, just as it was the duty of the State to prevent the starvation of the poor, but it had no more right to establish high schools at the expense of the wealthy, than to provide for all, turkey with oyster sauce and plum pudding for dinner. Either the wit or the opinion was highly applauded by the company. Who has not heard like flippant remarks from men whose capacity of brain is insufficient to conceive the influence of a well-educated people in the prosperity of the State, and who regard education as a benefit terminating in the individual who is its recipient? There are others who seem to have a notion that the high school is a device whereby the rich have managed to get a superior education of their children at the expense of the poor, who cannot themselves afford to spare the time of their boys and girls for attendance on the high schools. I have seen a statement pretty nearly to this effect in a public journal.

As contradictory as these statements are, they seem to be made in all soberness, and sometimes, on different days, by the same individual. Now, an inspection of the tax-list would show who pay the taxes for the support of the schools, and an

inquiry at any of the public high schools would show who it is that enjoy their privileges. All that I can now say is, that both these parties would find themselves mistaken on no more than a half-hour's inquiry. How utterly without justification some of these assertions are, you yourselves know. Among the list of graduates from the Central High School are to be found not a few children of wealth, but many of you know what toil and privation were necessary on the part of many of your parents that you might have an education, which is the only inheritance they could guarantee you. It was only by such labor and almost reckless spirit of self-sacrifice that you are enabled to occupy the places which you now hold among the alumni of the Central High School. You know that all classes of the community except the ignorant are represented in the high schools of this city in due proportion.

It is granted in the discussion of the high-school question, as in that of the proper course of study for the lower schools, "that every child should have, free of cost, what was once called a 'common-school education.'"

The history of education and reason both tell us that the result of such a policy would be to make the public schools a pauper institution, which the intelligent man, however poor, would refuse to patronize if by any exertion or sacrifice he could avoid it.

This "Common-School education" which we hear spoken of frequently, What is it? It is the Common-School education as attempted in the past. If it had been as thorough as far as it went, as thorough as the corresponding branches are now taught, it would have been a good education. And indifferently as it was conducted, if compared with all that was known at the beginning of the present century, it was a more liberal education than you can get to-day in primary, grammar, and English course in the high schools of this city. Discoveries and inventions within the last hundred years have increased a thousandfold over those that were known to the world before the American revolution. The sciences have both multiplied and expanded beyond the power of belief, if we did not have the demonstration before us. The relative value of education—I use the term in its popular sense—at different periods, depends on its ratio to what is known. What was a good education fifty years ago would be miserably inadequate to the demand of to-day.

But what will be the end of this action and reaction? Will the high schools become colleges? They have almost done that now as compared even with Harvard at a period shortly after the Revolution. One thing is becoming pretty evident, this expansion must soon stop. I think that we have got pretty nearly to the top of the capacity of our pupils, if not, in some directions, beyond it.

We must look to it that what is non-essential either for education or information be struck out of the course, that new claimants may receive due attention. But when we set ourselves to this work we ought to proceed with extreme caution. We shall have to keep in mind what the experience of the last thirty or forty years has taught us: That the undue expansion of some of the branches universally accepted as having a proper place in the public-school curriculum, has carried them beyond the comprehension of mere children, and that as taught some of them have very little practical bearing. For instance it is proved that a good deal of what is called grammar affords no real advantage to the student who desires to learn the correct use of the English language. So objection might be made to much that is taught in arithmetic. Three or four branches now taught in the high schools should be cut out altogether or receive only the attention which we now give to one.

Corrections must be applied as far as possible with reference to the wants of the coming, not the past, fifty years. But while we are looking to the future we must hold on to the rich inheritance which we have gained from the past. Our constant reference must be to the recorded experience of our fathers.

But whether we are to have high schools is a more important question than what we are to do in them, and, to close my remarks, I revert to that for a moment.

While on the continent of Europe and in England, and wherever the English language is spoken, the higher education is receiving the first consideration of the State, and, while even wealthy corporations are building up high and technical schools for the benefit of their operatives it will not do for the United States to turn back to the idea that the State has discharged its duty when it has taught its people to read and write and cipher.

We need the higher education—as high as you can make it—in every employment. We need it in every avenue of commerce

and manufacture. We need it for the protection of the people against blind or short-sighted legislation. We need it in the sharp, international competition which is now going on all over the world. We need it for the good of the individual and the glory of the State.

THE PUBLIC HIGH SCHOOL.

The public high school in America has been the outgrowth, not of legislation, but primarily the outgrowth of a desire on the part of the people to give their children a broader culture, *demand*ed by the gradual development of the resources of the country, and *demand*ed by the State and nation in the management of its affairs.

No state or nation has the right to demand more of its subjects than it has furnished them facilities for acquiring. If more is demanded, the tendency is to the establishment of an aristocracy composed of and limited to those who possess the means of satisfying the demands thus made.

The public high school is but a natural resultant of our form of government—a government whose affairs are administered by those chosen from the people by the people.

The question is often raised how far should this higher education be carried at public expense. The genius of our government answers as above, viz: To meet the requirements of state and nation in its broadest necessities.

The State, in its many industries, needs many thousands who are possessed of more than the mere rudiments of an education. To meet this demand, as our country was developed, the people first began to provide the opportunity. But these opportunities were limited to those of wealth, and soon the people, through their representatives, began to demand that these opportunities should be offered to all, rich and poor alike; and as early as 1647 the Massachusetts Colony required towns of a hundred families to maintain a high school.

From that time to the present, as State after State has been settled and organized, the people have demanded and established the free high school all over our land.

Within a few years the growth has been very rapid. Under the new law in one year in Maine alone 500 were established and maintained.

But we have those in our midst who tell us that by the establishment of high schools, we are beyond the limits, not of the demand, but of right.

They show by good reasoning that the State has the right, nay, more—that it is its imperative duty to furnish to every child a common-school education, and then they limit this educational duty to the three R's, or a little more. They forget that the very same reasoning that will justify common schools in their lowest form, will also justify high schools of any grade.

They are but the outgrowth of the demands made by the State upon her citizens.

It is forgotten that the necessities of a people increase with their growth and prosperity. Their argument is, that what was good enough for our forefathers is good enough for us, but they never use this argument in regard to other things.

Our fathers travelled on canal boats, by coaches, and on horseback. The progress of the age demanded something more, and steam was harnessed to the work.

Our mails were carried by the iron horse with wonderful speed, but the progress of the age was clamorous, and the lightning was put under the control of man to enable him to communicate with his fellow-man, thousands of miles away, in an instant of time.

But these would-be advisers tell us that in education we need no advance.

But to another objection: They tell us that the high schools are for the rich, and not for the poor.

The facts in my possession, gathered in an experience of fifteen years, all tend to disprove the statement.

In a high school of one hundred pupils, fifty will be found that could not receive the same or a similar education at private expense. Of the remaining fifty, fully one-half would not be allowed the advantages of such an education, owing to certain notions of economy existing in the minds of some, which notions we often find applied most vigorously in the education of their children. This statement, then, that these schools are for the rich is not proved, but disproved, by the facts in the case.

But to the great objection of all, that as but a small per cent of our pupils ever enter the high school, and pass through it, therefore they are not legal.

Let us look this objection squarely in the face. What does it mean? Simply this: That the people have not the right to maintain anything at public expense that does not personally and directly benefit each one of its citizens. A fair statement, like the above, of this objection is sufficient to destroy it.

The county in which I live contains, perhaps, 100,000 persons, and decides, through its commissioner, to build a bridge on a public road. It is not denied for a moment that they have the right so to do; and yet it is possible, and highly probable, that but a very small per cent of all the people of the county will ever cross that bridge. While all may not be personally and directly benefited, yet collectively and indirectly all are benefited.

Examples might be multiplied without number similar to the above, but time forbids.

The objection, then, that a given object sustained at public expense is not legal unless individually used, is not in accord with the principles on which our government is founded.

Let us for a moment digress to answer the question, "What is the educational object of the High School?" It is not, as many suppose, simply to give the pupil a knowledge of facts pertaining to any given subject; but to furnish the pupil with that mental discipline which will enable him to take any set of facts and discover for himself the laws governing and directing those facts. In other words, to develop to the highest standard possible the thinking and reasoning powers of his mind—to educate, in the broadest sense, our boys and girls to become men and women, fathers and mothers—citizens, feeling and able to understand the responsibilities resting upon them as they shall assume these duties in the future. The State and society needs such men and women, and should give them an opportunity to become such.

That government would be weak indeed that educated only its common soldier, and did not give attention to the careful training and discipline of its officers and engineers.

The fact that in some High Schools an attempt is made to teach a *few facts* about *many things*, to the detriment of the true development of the mind, and with a vain attempt to satisfy all the demand made by the multitude of patrons, this fact should not be used as an argument against High Schools, but, in view of this, the pruning knife should be freely used to lop off those studies that tend least to the best development.

The studies in the high schools, in my judgment, should be few, and the work done should be thorough, not so much for the sake of what is acquired, but rather for the *how*, and the habit of acquiring. A word in regard to claims for high schools.

First—They have a tendency to elevate the standard of the other schools. They awaken in the breast of many a boy and girl, desires for an education, and longings for a nobler and better life. The high schools of this country have been the means, directly, of furnishing some of her best and noblest men and women, whose talents would have been slumbering still but for the impulse received at their door.

Second—The poor man can and does demand this opportunity for his children. You tell me that he does not pay the taxes. I answer that every dollar of tax paid by the wealth of the country is but the result of honest labor; and who should receive the benefit of it if not the children of the laborer? It would not be possible for the State to inflict a grosser injustice upon the poor man than to take away the opportunity from his children of gaining an education that will fit them to hold any position in the gift of the people, even to becoming its Chief Magistrate.

Third—Higher education has a tendency to lessen crime. The statistics of State penitentiaries show that but very few men of good education are imprisoned.

In the United States, by the statistics of the ninth census, 5,600,000, or about one-seventh of the entire population, can neither read nor write. Statistics show that from this one-seventh comes one-third of all our criminals, and of the remaining two-thirds only one per cent had received an education in the higher branches.

In communities where higher education prevails the laws are better administered, wealth increases and prosperity is apparent.

Fourth—It is in the line of economy.

In a city or two where one hundred pupils can be gathered into a high school, if the school is abandoned, as we have said, three-fourths of the pupils, from various causes, would lose the advantage of higher instruction; the remaining fourth would be sent away at an annual cost—\$400 each—of \$10,000 more than twice as much as would be required to educate the entire one hundred at home, surrounded by home influences at a time

of life when these influences are of especial value in fixing the character of the boy or girl.

This sum of money would be carried not only out of the town, but possibly even out of the State.

Here I rest the case, feeling that the high school needs no defense at my hands, and assured by the history of the past and the demands of the future that the people will see to it that the rights demanded by the genius of our government shall not be denied to our sons and daughters who shall come up to stand in our places, and help perpetuate a nation shown (after a hundred years' trial) to be the friend of the poor—a nation that gives to every man and woman the fairest chance to succeed in the battle of life, of any nation in the history of the world.

Columbus, Ohio.

E. H. Cook.

✓ THE VENTILATION AND HEATING OF SCHOOL BUILDINGS.

The necessity for the artificial ventilation of buildings, wherein many persons are assembled, has become well understood. In school-rooms where gather our children, who, in their growing, undeveloped condition, are particularly susceptible to the attacks of disease, there should be every possible means for the preservation of health. Let there be no excuse for the saying, that the health of pupils is endangered by efforts for their culture.

Pure air contains about .04 of one percent of carbonic acid gas; the vitiated air of close rooms contains from .07 to .2 per cent of this gas and other impurities in proportion. This increase in the quantity of carbonic acid is due to the breath of the occupants, which contains about 4 per cent thereof. Although this gas is not the only impurity with which the air is vitiated and not so injurious to health as some other exhalations from the human body, yet, as it is easily tested for and is supposed to be generated at about the same ratio as the others, it is taken, in chemical analysis, as an indication of the various impurities given off into the air by the occupants of a room.

It is not well to allow the proportion of carbonic acid in the air to reach more than .07 per cent. When it does become

more, the impurities will be evident to the senses, and it is essential to health that the ventilation receive attention.

The most accessible test for the impurities in the atmosphere is an active sense of smell. It is true that a person may remain so long in a vitiated atmosphere or the air may become foul so gradually that this sense will become inactive and not warn him of the existing condition; but upon re-entering a room after a few minutes spent in the outer or a pure atmosphere, the impurities will be evident, if they exist to an injurious extent.

Another easy method of determining whether air contains an injurious amount of impurities has been devised by Dr. R. Angus Smith, and is described in that author's work upon "Air and Rain." It is termed the "Household method" and is based upon the fact that a certain amount of carbonic acid is necessary to cause a visible precipitate in a certain amount of lime water. When, to a bottle holding 12.58 oz. of air, a half ounce of lime water is added, it will give a precipitate if the air contain .07 per cent of carbonic acid. A bottle holding 10.57 oz. would give a precipitate with the same amount of lime water if the air contained .06 per cent of carbonic acid. A larger bottle and more lime water could be used if the proportions were preserved. The lime water should be added by means of a pipette holding the exact quantity. The use of this test, which requires no skilful manipulation or troublesome calculations, might be adopted with advantage in school-rooms.

Ventilation may be spoken of as being of two kinds. First,—Natural ventilation, which comprises those changes of air brought about without the aid of ducts or machinery of any kind; such as is furnished by currents through the cracks around doors and windows, through the pores of walls, ceilings, and floors, and by the opening of doors and windows; and which goes on without the aid of the occupants of a building and often notwithstanding their efforts to prevent it. And second,—Artificial Ventilation, which properly includes all methods which accomplish the change of air with artificial aid, whether in the shape of fans, heated shafts, or other arrangements. Sometimes the ventilating of buildings by means of a heated shaft is improperly spoken of as *natural* in distinction from those methods in which fans are used.

In some kinds of buildings, natural ventilation is sufficient

to supply the wants of the inmates during the summer months, but for schools where so many persons are congregated in one room, artificial assistance is needed at all times.

However in case a school is obliged to occupy an unventilated building, much may be done towards keeping the air pure, during the warmer weather by taking advantage of the various forces of natural ventilation.

By experiments and painstaking, it may be ascertained which of the windows and what part of them may be opened without causing unpleasant drafts. And all such should be kept open as often and as wide as possible.

Whenever the rooms are being swept or dusted the windows and doors should all be opened to their full extent. Also before each session and during each recess the foul air should be thoroughly blown out.

An aid in the admitting of fresh air without causing draft upon the pupils is found in a contrivance consisting of an upright board, which is placed below the lower sash. This board which may be 8 inches or a foot wide is perforated by tubes or a channel which turns upward on the inside so as to direct the air toward the ceiling.

The watery vapors from the lungs of the occupants of a room absorb the various organic impurities with which they come in contact, and when the former are condensed upon the walls and furniture, the latter are deposited with it and remain there after the moisture is evaporated again. The floors, wood work, furniture, and all other possible parts should be frequently and thoroughly scrubbed and dried, and all unpainted walls and ceilings should be wiped with dry cloths.

Old furniture, books, clothing, sweepings, or any kind of rubbish should never be allowed to accumulate anywhere about the building. The yard and entire premises should be kept clean and free from dust and every impurity by which the air may become contaminated.

No amount of ventilation about a school building will atone for a vitiation of the outer air, whether from sources on the premises or elsewhere. If the building be located in the neighborhood of marshes, slaughter houses, chemical manufactories or of any nuisance, the only remedy is in the removal of one or the other.

No privy vault should be located within 200 feet of a school.

An earth closet or a privy built without a vault and man on the same plan as an earth closet may be situated nearer. expenditure of five minutes time, each day, upon an apparatus of the latter kind will keep it healthful.

There are two systems of artificial ventilation; the *vacuum* system or that of extraction, which, by means of heated shafts or chambers, draws the air out of an apartment, openings being provided for the admission of fresh air; and the *plenum* system or that of propulsion, which forces the air into an apartment by means of a fan or other apparatus and provides openings for the escape of the foul air.

The latter system is seldom necessary in the ventilation of school buildings. It may be used with advantage in hospitals, also in mining operations and in certain manufactories, but in the ventilation of school buildings, the vacuum method is altogether the more desirable, being economical and effective.

No effort to extract air from a room can be successful unless provision is made for the admission of fresh air to take its place, and no considerable amount of fresh air can be forced into a room unless some provisions are made for the exit of the foul air. Notwithstanding the self-evident truth of this proposition many failures of arrangements for ventilation are due to the want of an understanding of these facts alone.

The supply of 20 cubic feet of fresh air per minute to each of the occupants of a room is sufficient to keep the air pure. In school-rooms 15 cubic feet per head, per minute, in addition to that which is furnished by natural movements of the air is ordinarily sufficient.

In removing the foul air from an apartment, it should be taken as nearly as possible from where it is generated. It is best to provide openings in or near the floor for its exit. On this plan the air is constantly settling downward over the occupants, taking with it the exhalations from their bodies and removing at once any odors from the dampness or cold brought in upon their feet. These openings should be of such size as to be depended upon entirely during the winter months, for if outlets were placed near the ceiling the warmed fresh air which finds its way at once to the upper part of the room would escape without mixing materially with the foul air.

During the summer months it would be theoretically correct to place the openings for the exit of the foul air near the ceiling. The cool air coming in near the floor and rising

towards the ceiling and taking with it the warm exhalations from the bodies of the occupants. But it is found in practice that, with the temperature of the air not far removed from that of the human body, it may be drawn in almost any direction, and with the aid of the natural ventilation afforded in warm weather the exact position of the entrances to the ducts is of little importance. It is well to place them near the floor on account of the downward tendency of those organic impurities which are held in suspension by the air. A current of air flowing at the rate of one and one-half feet per second does not produce an appreciable draft. If the current at the openings for the extraction of the air is not over four times this, there will be little danger of unpleasant drafts toward them.

If the velocity of the current in the duct is 6 feet per second and each person needs 20 cubic feet per minute or $\frac{1}{3}$ of a cubic foot per second, there would be needed by each occupant of a room $\frac{1}{18}$ of a duct the cross section of which measured one square foot. If there were a duct to every 10 persons its cross-section should measure 80 square inches. If the current is slower the ducts should be correspondingly large. It is not best to have the ducts smaller in proportion and the current correspondingly faster than that spoken of above, as there would be danger of an unpleasant draft toward the opening into them.

The ducts should be lined with tin or iron their entire length, unless they are built in a brick wall, as otherwise they endanger the building from fire.

The ducts should lead to an upright shaft extending to the outer air above the roof.

This shaft, the capacity of which for extraction depends upon the difference in weight of the air inside and outside of the building, should be of such size that the area of its cross section will equal $\frac{2}{3}$ of the combined area of the cross sections of the ducts emptying into it, if the current in the ducts is about as mentioned above.

The ducts should enter the shafts in an upward direction so that the current from them may not be checked by that from below, and should be supplied with dampers so that the currents may be regulated, as ducts from the nearer rooms are inclined to furnish an undue amount of the air which the shaft extracts.

The best shaft consists of a brick stack extending from the

ground to above the roof. By applying heat at the bottom of this form of shaft the column of air rarefied will be the weight of the building.

If the entrances of the ducts into the shaft are properly secured from danger, the fire for rarefying the air can be kindled in the shaft, and the smoke pipe from the heating apparatus may be turned directly into it. If the building is a large one the smoke from the heating apparatus is usually taken to the top of the ventilating shaft in a cast-iron pipe, but in a brick stack with walls of sufficient thickness, if properly built there is no need of this. However, it is better in any case, to extend the smoke pipe up, after it enters the shaft, to above the entrances of the ducts from the first floor in order to give the current of smoke the proper direction and thus obtain in the shaft the benefit of the asperating effect of this current from the furnace. Another method is to brick a flue for smoke beside the air shaft, building the partition between the two with brick set on edge, thus making a partition through which sufficient heat passes to aid materially in rarefying the air.

If the shaft and the ducts leading to it are of sufficient size there will be no need for heat during the larger part of the year. In a shaft of good size, a current of 10 feet per second is common. However the provisions for heating must always be omitted, as the draft is as sure to be downward when the air in the shaft is cooler than that outside as it is upward when the opposite condition prevails. During the spring months, it very often happens, in a building that is constantly occupied, that the walls are colder than the external atmosphere.

Sometimes, as in the remodelling of an old building, a large shaft is not available. In this case a short shaft can be constructed extending from the floor of the attic to above the roof and the flues be all taken to that. It may be heated at its lower part, and some of the ducts may be separately heated by steam pipes, or gas jets. A shaft built in this manner should be equal in its cross section the combined area of those of all the ducts.

The amount of cubic space required by the occupants of a room is of less consequence than is generally supposed. If there are abundant provisions for ventilation, all that is necessary is that there be enough to enable the occupants to

out of the drafts; and without ventilation, no obtainable amount will be sufficient to keep the air pure through a session of a school. The greatest need of space seems to occur during the summer months. About 200 cubic feet per person will be enough in the ventilated school-room.

There should be some means provided for the ventilation of the cellar at all times. Its ground air and mould are particularly unwholesome, and if not attended to, find their way continually to the rooms above. The cellars can be ventilated by making connection with the main ventilating shaft, or by a separate duct to the open air above the roof. The air should be taken from near the floor. In case there is no cellar the space beneath the lower floor should be ventilated.

F. A. COBURN.

(Concluded next month.)

OFFICIAL DEPARTMENT.

SCHOOL COMMISSIONER'S ENGAGEMENTS:—March 9, Butler-County Association at Hamilton; April 19, Washington-County Association at Marietta; June, Ohio Central Normal School; July, Ada Normal School; August 2, Brown-County Institute at Georgetown; week beginning August 19, Lorain-County Institute, at Wellington and Hancock-County Institute at Findlay.

It is my desire to visit as many Institutes as practicable, and I would take it as a favor if the proper persons would report to this office as soon as times and places respectively are set.

J. J. BURNS, *State Commissioner of Common Schools,*
Columbus, Ohio.

EDITORIAL DEPARTMENT.

—We offer no excuse for the space devoted this month in our editors' department to the discussion of our common-school education, the High-School question, because these subjects are now agitating the public mind. We have no fears as to the final result of this agitation. It is possible, however, that temporary obstacles may be placed in the way of those who are striving to spread the doctrine that our public education should be the most liberal in its character.

—Some time ago we referred to Mr. A. J. Rickoff and Col. D. Wolf as competent to give us an intelligent article on the subject of ventilation. The article begun in this number is from a Chicago architect, Mr. F. A. Coburn. Mr. Rickoff says in a private note, "the paper is excellent, I endorse it every word."

—It is well for educators to realize fully that various influences work to lessen the scope of Public-School education. The *New Evening Post* says Latin, Greek, French, German and Music may be dispensed with in the High Schools, and the money saved applied to widening common-school education wider and better. This sentiment is endorsed by the *Louisville Courier-Journal*. Prominent men such as Magoun, of Iowa, Rev. Dr. Cocker, of Michigan, and many others expressed themselves against the doctrine that the State may undertake the higher education of the people. Many religious journals have taken the same position. On the other hand President Hayes has endorsed the scheme of a National University and the New-York Tribune condemns in strong terms all this opposition to higher public education in favor of free instruction to all in public schools in which may be obtained "the most liberal education, absolutely free from the taint of a charitable or eleemosynary character." On the last day of last year the National Labor Congress at Newark, N. J., passed resolutions in favor of compulsory education. In speaking of the expected discussions of the Legislatures of the limitations of Public-School education the *Chicago Leader* in its issue of January 4, says in closing an excellent editorial on High-School education :

"When it comes to the test we think they will persistently oppose any limitation of the course of instruction pursued in the public schools. The State has much right to educate children in their duties as it has to train soldiers to fight against an enemy. It is not only a right but an imperative duty, and in the performance of this duty it should surrender none of its advantages. The true strength of a State consists in the intelligence of its citizens. All children should be taught to read and write. The schools in which these rudiments are taught will be the more valuable if there is a high school above them, the latter being a constant incentive and forming a goal to ambition. Without the spur of the high school, the common schools would soon deteriorate in spirit and efficiency, and many pupils would be disposed to leave them after learning to read merely because of the impossibility of going further."

defraying the expenses of a private college. To limit the children to the simple rudiments of learning would draw and perpetuate a brutal line of demarcation between the rich and the poor. The man who proposes this literally says to the workingman, "Thus far shall your children go, and no farther. We will decently clothe the nakedness of their ignorance; but the delights and joys of a higher education shall belong only to the rich. Whatever their talents, however intense their longings, they must dwell in the basement, and not hope to enter the upper sanctuaries of the temple of learning." This will be the practical result of any successful move against our high schools, which the LEADER has heretofore denominated "the poor man's colleges." The whole framework of our educational system must remain intact or undergo no change except to open the school doors to a large number of persons, and advance the list of studies to a higher range of useful learning. This interest is too important to be left to private individuals, or even to associated effort and enterprise. The State, under the control of either political party, must stretch forth its strong arm and do this great work."

—PUBLIC-SCHOOL education is undergoing an ordeal at present. We predict that the end of the whole matter will be an extension of educational privileges, not only in a scholastic direction, but also in an artistic direction. Provisions for the education of hand and eye as a preparation for manual pursuits are destined to be made. Our country needs more skilled labor. We have enough brute labor. Dr. J. D. Runkle, President of the Massachusetts Institute of Technology, is fast solving the problem of manual education. With the generosity which characterizes a true reformer he has travelled far and wide to spread the good news, for the achievements made at the Institute of Technology under the guiding influence of its honored president deserve to be called tidings of great joy to all the people. Dr. Runkle is entitled to a niche in the educational temple for what he has already done, and we expect much more to be done by him in the future. Those of our readers who do not fully comprehend what we mean should procure a copy of the volume of the Louisville Proceedings of the National Educational Association and read Dr. Runkle's paper.

—We shall be much disappointed if any of the following-named school bills now before the Ohio General Assembly shall pass. Mr. Tyler's Senate Bill No. 77, "To provide cheap books for the common schools of Ohio," Mr. Perkins's House Bill, No. 17, "To provide for the purchase of books for the use of common schools," Mr. Achauer's House Bill, No. 46, to give school funds to certain schools not public, and Mr. Monahan's House Bill, No. 202, to destroy High Schools. Mr. Kellogg's House Bill, No. 50, to amend sec. 27 is merely to improve the language of one sentence without changing the meaning, Mr. Bohl's House Bill, No. 12, is to modify sections 18, 19, and 20, relating to elections of members of Boards of Education and Mr. Bloom's House Bill, No. 229, is to amend Sections 44, 46, and 67.

—THERE is a widespread belief that the school-book business is a great monopoly and that school books are too dear. Of the two bills now before the General Assembly to remedy the evil real or supposed, Mr. Perkins's is the least objectionable, but we think we see in it a chance

for jobbery and corruption which Mr. Perkins does not probably do of. We suggest that the General Assembly appoint a commission of members from each House together with about a dozen competent citizens not legislators representing various business interests to investigate the school-book question in all its ramifications and report on the subject. This should be done we fancy that the committee would report that the profits on school books are no greater than the average profits on merchandise including wheat, flour, hay, beef, pork, etc. Such a report might tend to remove many erroneous views now abroad in the community. We believe, however, that no legislation is necessary, or if any sentence or a part of a sentence is enough to enable Boards of Education to purchase books for their respective schools wherever they can get the best terms. Such things have been done again and again by Ohio Boards of Education, but only temporarily.

—THE meeting of the Northeastern Ohio Teachers' Association at Cleveland on February 9, was well attended. About a week previous to that time Mr. Rickoff's paper in answer to that of President Hinsdale read in December, 1876, appeared in a pamphlet of 87 pages. The pamphlets are to be bound together in limp covers and sold for 50 cents each, in order to help defray the indebtedness of the Association in the publication of these papers. The only business set for the meeting was a discussion of these papers, the inaugural of President Lehman having been inadvertently omitted by the executive committee. The discussion was opened by Pres. Hinsdale with a written paper occupying nearly an hour. He was followed by S. G. Williams, W. D. Henkle, T. W. Hays and D. F. De Wolf. The speakers generally claimed that the position that the common education of the past is superior to that of to-day is untenable, and that the West-Point argument is of no special force when fairly examined. Some of the speakers, if not all, were in full accord with President Hinsdale in the position that our public schools are what they should be, and that it is our duty to improve them to the extent which such schools are capable of being improved. The Hon. J. J. Burns, State Commissioner of Common Schools, was present and, when being called for, made a few remarks, but not upon the subject of the discussion. We recall the following named persons as among those who were in attendance, exclusive of those already named and the Cleveland teachers:—Lehman, Stokey, and Disler, of Canton, Findley, of Alliance, Richard, of Alliance, Jones, of Massillon, Simpson, of Mansfield, Vinton, of Wellington, Comings, of Medina, Campbell, of Mineral Ridge, Moore, of Warren, McCalmont, of Madison, Treat, of Geneva, Ross, of Fremont, Curran, of Sandusky, Parker, of Elyria, Chittenden, of Oberlin, Irving, of Dayton, Shortridge of Columbus, Ely, of Chicago, Cosgrove of Brookville, Mrs. Hinsdale, of Hiram, Miss Kate Oakes, of Ravenna, Carruthers, of Salem, and Phillips, of Collamer.

—THE Annual Report of the Columbus Public Schools for the past year is a neatly-printed volume of 252 pages. Supt. Stevenson as

expresses himself clearly as to his aims in the conduct of the schools and the results he has reached. What has most interested us is his discussion of the cost of school books to the Columbus children. Here are his statements:—

First year, slate (6x9) and pencil, 12 cts., sponge 5, Harvey's First Reader 18, lead pencil (Am. or Dixon H.) 5, ruler (metric) 10, total 50 cts. Second year, sponge 5, McGuffey's Second Reader 30, Primary Copy-book 10, lead pencil 5, drawing cards 15, total 65 cts.

Third year, sponge 5, McGuffey's Third Reader 45, Music Reader 38, Copy-book No. 1, 15, Drawing Book 15, pens and holder 5, lead pencil 5, total \$1.28.

Fourth year, sponge 5, McGuffey's Fourth Reader 55, Copy-book No. 3, 15, Arithmetic 45, Drawing Book 15, lead pencil 5, pens and holder 10, total \$1.50.

Fifth year, slate (7x11) 18, sponge 5, lead pencil 5, McGuffey's Fifth Reader 88, Geography (Primary) 65, Copy-book No. 3, 15, Drawing (Intermediate) 15, Music Reader 38, pens and holder 10, blank book for composition 15, total \$2.74.

Sixth year, sponge 5, lead pencil 5, drawing instruments 40, Drawing Book (Free-hand, No. 4,) 25, Copy-book, No. 4, 15, Geography \$1.30, Elementary Grammar 40, pens and holder 5, blank book 15, total \$2.80.

Seventh year, sponge 5, lead pencil 5, McGuffey's Sixth Reader \$1.00, Complete Arithmetic 80, English Grammar 80, Copy-book, No. 5, 15, Drawing Book (Free-hand, No. 5,) 25, Music Reader 38, Science Primer 45, pens and holder 10, blank book 15, total \$4.18.

Eighth year, sponge 5, lead pencil 5, U. S. History \$1.10, Physical Geography \$1.40, Copy-book, No. 7, 15, Drawing Book (Free-hand, No. 6,) 25, pens and holder 10, blank book 15, total \$3.25.

The total cost for the first four years is \$3.93, and for the second four is \$12.97 or \$16.90 for the eight years. The cost for the Latin Course in the High School for the four years is as follows:—

First year, Algebra 1.25, Rhetoric 1.30, Latin Grammar 1.30, Latin Reader 1.10, Latin Prose 1.30, Music Reader 1.20, Drawing Book 25, total \$7.70.

Second year, Geometry 1.35, General History, 1.80, Physiology 1.35, Caesar 1.30, Drawing Book 25, total \$6.05.

Third year, Chemistry 1.35, Botany 2.25, Virgil 1.20, Drawing paper 25, total \$5.05.

Fourth year, Physics 1.56, English Literature 1.50, Cicero 1.50, Astronomy 1.50, drawing paper 25, total \$6.31.

In the German course the Latin books give place to German, making the cost for the four years \$5.30, \$4.75, \$5.15, \$5.11.

—We take pleasure in presenting to our readers the following "Notes by the Way," furnished by our Agent.

WASHINGTON C. H., FAYETTE CO., OHIO.

Mr. Editor :—To one who has been a life-long member of our State Association, whose labors have tended, perhaps more than almost any other instrumentality, to develop our present excellent educational system, anything in the way of edu-

cational organization is apt to be regarded with caution if not with distrust. They were the feelings with which we approached, for the first time, the new organization of Fayette and adjoining counties, known as the "*Central Ohio Science Association*," whose second meeting has just closed, at this place. The previously-published programme was carried out to the letter, with some additional topics. It was our good fortune to hear the president's inaugural address, nor the address of Prof. Andrews. To say the subjects in the programme were ably handled, is stating the matter in mild terms. The large audience constantly in attendance, composed chiefly of teachers and members of Boards of Education, with a sprinkling of ministers, lawyers, and doctors, was well entertained and deeply interested in the topics presented. The leading features of this Association are truly philosophical. It proposes to make the study of nature or physics in her own domains, the principal object, each member contributing whatever specimens may be found and whatever discoveries may be made. Thus cabinets and museums, collections, scientific and historical, are to be gathered together at various points, and exchanges effected with other and distant localities, until the scientific resources of the counties are exhausted. A two or three weeks' exploring expedition is to be fitted out next summer, composed of its own members and others that may wish to join them, the purposes of scientific research, and physical and intellectual recuperation, objects certainly every way commendable. Prof. J. P. Patterson, Supt. of Schools at this place, and his able and earnest co-laborers in this field, certainly deserve great praise, not only for inaugurating and perfecting this movement, but for the very lively, pleasant, and profitable entertainment afforded the public, and especially for the very fine and very large collections already made and now on exhibition in the public schools of the place. It has not yet been our good fortune to see the schools in actual operation; but, if the same spirit pervades them that seemed to impel, by common consent, the entire work of this Association, they may be down as among the best, in the way of progress. Judging from the amount and character of the work done in the past two days of this Association, the inquiry naturally suggested, whether such associations, organized for a specific purpose and directed in the interests of certain localities, are not meeting the popular want of teachers, in a larger measure, than the State Association, that now meets once a year, up in Lake Erie.

The project for the State Normal School is popular in this place—a large list of signatures being secured.

Yours, &c.,

JOHN OGDEN.

—The following will explain itself:

TEACHERS OF OHIO! Shall we have a STATE NORMAL SCHOOL in Ohio? One in fact as well as in name? One furnished with all the appliances of modern art and invention? One representing in its organization our entire national system of education? One that shall echo from its halls, the consentaneous voice of the profession? One to which the young teacher may resort for that preparation, which experience alone can give? One that shall represent the *true science* of education and the *true art* of teaching, as developed by *study and practice*? One that shall be an honor to our State and a blessing to our country? Or shall we allow the sacred interests and duties that cluster about the teacher's profession—than which none have a more direct bearing upon the national welfare, and the happiness and prosperity of our people—to drift away into incompetent hands; into mere catch-penny concerns, normal classes, normal departments, and private Normal Schools, called, none of which, from the very nature of things, can do the work efficiently? Shall we, I say, suffer these sacred interests, that so much concern our children and the world to become the mere badinage of quacks and charlatans? It is for you to say.

Your attention is called to a *memorial*, now in circulation, to the present Legislature, for the establishment of a first-class Normal School, in some central part of the State.

I have taken the field in the interest of such a School, and of that class of educational literature which will most likely effect our purposes; among which are the

Ohio Educational Monthly, the *New-England Journal of Education*, the *Educational Weekly* of Chicago. and others, all representing the best educational talent in the country.

I hope to visit your county, in order to confer with you on these subjects, and, if possible, to awaken a greater interest in them.

The following will show the deep interest some of the leading educational men in the State take in these matters.

To the Teachers of Ohio, and all others whom it may concern:

The undersigned take pleasure in saying, we have known Prof. JOHN OGDEN many years, and have entire confidence in his honesty, integrity, and zealous devotion to the cause of Education. He is an excellent teacher and an impressive lecturer. He has spent half a life-time in the study and practice of educational philosophy, as applied to Normal Schools. Perhaps no man in the State is better prepared to speak on these subjects than he. He is now at the head of the Ohio Central Normal School, a private institution that reflects the true principles and methods of a thorough professional Normal School. We heartily approve of his projects to secure for Ohio a STATE NORMAL SCHOOL, and a Board of Institute Managers, such as are contemplated in "The Memorial to the Legislature," that shall be an honor to our State and an estimable agency in the work of Normal Instruction.

We earnestly commend him and his enterprise, both public and private, to all friends of educational progress in Ohio.

HON. J. J. BURNS, *State Commissioner Common Schools, O.*

HON. THOS. W. HARVEY, *Ex-State Com'r Common Schools, O.*

R. W. STEVENSON, *Superintendent of Education, Columbus, O.*

GEO. W. TWISS, *Agent Metric Bureau, O.*

Editors of county newspapers, and others, are requested to insert this notice, together with the "Memorial," in their papers and in other ways, to give as wide circulation to them as possible.

JOHN OGDEN,

Principal Ohio Central Normal School, Worthington, O.

—THE following is the memorial above alluded to:—

To the Honorable the General Assembly of the State of Ohio:

GENTLEMEN: Believing that Normal Schools, for the professional training of Teachers, are an acknowledged necessity in any well-regulated system of education, your Memorialists beg leave to represent:

I. That Ohio has fallen far behind most other States in her provisions for such training, thereby incurring their just reproach, and imperilling her high standing, educationally:

II. That at least two-fifths of her children, now attending public schools, are in the hands of persons (many of them mere boys and girls) who have never given a serious thought to the science of education as related to other sciences, or to the art of teaching as related to the actual management of schools:

III. That we believe the money now paid for Institute work—amounting, as it does, to nearly \$20,000 per annum—would be more profitably expended in the employment, by the State, of a regular Board of Institute Managers, of unquestioned ability, whose duty it should be to visit all the counties in the State, at least once a year, to systematize and unify the instruction in these Institutes—laboring with their own hands:

IV. And that, in addition to this, a FIRST CLASS STATE NORMAL SCHOOL should be established at some central point in the State, being thoroughly equipped, with all the educational appliances of the age; representing, in its departmental organization, all the grades of schools, contemplated in our national system; employing in its appointments the best educational talent in the State; thus constituting a seat of professional learning, where teachers from all parts of the country may resort, and enjoy the BEST OPPORTUNITIES, not only for studying educational science and systems, but for practising, under circumstances the most favorable, the BEST METHODS of organizing, teaching and managing schools of the various grades: therefore, your Memorialists respectfully ask that such legislative action be taken by your honorable body, as shall secure the immediate appointment of such a Board of Institute Commissioners; and further, that such steps be taken as shall secure the establishment, at no distant day, of such a Normal School as contemplated in the foregoing, one that shall reflect honor and renown upon our State and Nation. All of which is respectfully submitted.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THERE are six teachers in the Public Schools of Berea, Ohio.

—A New-England Normal Association was organized in Boston, December, 1877.

—THE recent reduction of salaries in New-York city will bear hard on some of the teachers.

—A College Association was formed in Indiana at the time of the State Association in December last.

—THE number of pupils enrolled in the Circleville Public Schools this year up to January 25, was 1251.

—THE Cincinnati Society of Natural History passed, on February 15, some telling resolutions on the Metric System.

—ONE of the Canton editors has been visiting the Public Schools in the place and giving a favorable account of them in an editorial.

—THE teachers of Coshocton County meet monthly in the different villages of the county. The last meeting was held February 15.

—IN the report given on p. 410 of the November Monthly, of the Coshocton-County Institute "*L. M. Nourse*" should have been "*L. J. Mirise*."

—THE Commencement Exercises of all the Departments of Michigan University, except the Law, will hereafter take place on the same day as the last Thursday in June.

—AT the last meeting of the State Board of Examiners life certificates were issued to Belle C. Innis, of Columbus, H. G. Welty, of Marion, and A. B. Stutzman, of Wadsworth.

—THE Report for the first half of the school year of the Public Schools of Piqua, Ohio, shows an enrolment of 1076, per cent. of attendance 94—800 not tardy, and 334 not absent.

—THE Butler-County Democrat of February 14, makes some suggestive remarks against the practice of bringing disgrace upon teachers by trivial prosecutions against them.

—THE Lima (Ohio) Board of Education have authorized the teaching of the metric system in their Public Schools, and have purchased the necessary apparatus to illustrate it.

—MARTIN R. ANDREWS, of Steubenville, and G. W. McGinnis, of Roscoe, will conduct next summer in Coshocton County, a four week Normal Institute beginning July 22.

—THE number of students in Edinburgh University is 2560, a larger number than in any previous year. Of these 953 are in the faculty of arts, 67 in theology, 364 in law, and 1,176 in medicine.

—THE Chicago Journal says, "It ought to be a legal requirement that every school teacher should take at least, a weekly newspaper, and his State journal of education." Such a law would quadruple the circulation of the State educational journals of the country.

—THE Hon. Daniel Worley, chairman of the School Committee in the Ohio House of Representatives, desires to receive attested copies of all resolutions passed in the State within the last year bearing upon County Supervision or the Metric System. This matter should be attended to at once.

—A NEW Phonetic Journal has been announced. It is published by Alcander Longley, Room 3, No. 27, S. Third St., St. Louis, Mo., and edited by Elias Longley, Cincinnati, Ohio. Elias Longley is a veteran in the cause of orthographic reform. The price of the Journal is \$1.35 a year, or 3 copies for \$3.00.

—It is said that the degrees A. M., D. D., and LL. D., will not hereafter be conferred *pro honore* by Brown University. Candidates for these degrees will be required to present essays and work in the different departments and the degrees will be conferred on the recommendation of examining committees.

—THE productive funds of Harvard University amount to \$3,678,595, which yield an income of \$228,259. Besides this the income last year from students' bills was \$243,638, of which \$37,198 were for room rent. The room rent alone amounts to four or five times as much as the whole income of some smaller colleges.

—AT the Sandusky-County Teachers' Association held in Fremont in January, U. T. Curran, of Sandusky, gave some readings and discussed the Metric System, J. B. Loveland explained the Greatest Common Divisor arithmetically, and George W. Worst, of Woodville, spoke on Percentage. About one hundred were in attendance.

—STATE Teachers' Associations were held in Christmas week in Maine, Massachusetts, Indiana, Illinois, Iowa, Wisconsin, and Michigan. The Northwestern Ohio Teachers' Association and the Northeast Missouri Teachers' Association was held at the same time. The Colorado Teachers' Association was held January 3 and 4. The Central Kentucky Teachers' Association met January 18th.

—AT the meeting of the Warren-County Teachers' Association, in Mason, January 19, J. C. Murray read an address on "Public High Schools, their Influence and Expense," F. M. Cunningham a paper on "Compulsory Education," and L. C. Dunham, of Mason, one on "We are not ourselves." The discussion of queries occupied a portion of the time. The Association adjourned to meet in Springboro on the third Saturday of February.

—THE following is the previously-announced programme of the second meeting of the Geauga-County Teachers' Association for the meeting in

Burton, February 9:—Inaugural Address by C. W. Carroll, "Tardiness" by Mrs. Mary Bennett, "The Teacher's Devotion to his Work" by Edwin Truman, "Drawing" (selected) by Laura I. Bartlett, "Monotony is Menace" by Alvan Smith. Debate: "How shall we lessen the number of classes in a country school," and Answers to Queries.

—THE following was the previously-announced programme of the Union-County Association for February 16:—"Should Book-keeping be taught in our Common Schools? If so how can it best be taught?" by W. H. Cole. What should Teachers read? By Clara Davis. The Qualifications of the Teacher. By S. R. McCartney. The Habits of the Teacher. By Helen Harrod. The Relation of Natural Science to Teaching. By R. M. Boggs, Writing in the Common Schools. By Chas. Cole." The meetings are held monthly.

—THE University of Bologna was established in 1119, and in 1216 had 10,000 students. One of the professors, Giovanni d' Andrea, a celebrated jurist, had a daughter named Novella (1312-1366) profoundly versed in philosophy and jurisprudence, who lectured in her father's place, with a curtain drawn before her,

"Lest the students
Should let their young eyes wander o'er her,
And quite forget their jurisprudence."

—At the last meeting, on February 2, of the Alliance Educational Association, a constitution was adopted. The first by-law provides that meetings shall be held in Alliance on the last Saturdays in September, November, and January, and in other places on the last Saturdays in October, March, and May. Officers elected:—W. D. Henkle, of Salem, Pres., John Hunter, of Alliance, Vice-Pres., Isabella Swanston, of Alliance, Sec., M. C. Pennock, of Alliance, Treas., J. Fraise Richard, of Alliance, Jas. A. Brush, of Mt. Union, and Elma Earle, of Leetonia, Ex. C. The next meeting will be held in Salem on the third Saturday in March instead of the last on account of vacation.

—THE Teachers' Association for the counties of Erie and Huron met on January 19, in Norwalk. Mr. Cobban, of Wakeman, lectured on the method of teaching geography, and Mr. Greenslade, of Bellevue, read an essay on "The Comparative Usefulness of the Common and High School Branches." Miss L. Trail, of Monroeville, gave a lecture on "Experiments," and Mr. McMillan opened a discussion on Arithmetic. Greenslade spoke of the proposed representation of school work at county fairs and a committee of one in each of eighteen townships in Huron County, and nine in Erie, were appointed to secure the cooperation of teachers. The Association adjourned to meet in Bellevue, February 23.

—THE American Journal of Education edited by Mr. J. B. Merwin of St. Louis, favors, under the circumstances, Philadelphia rather than St. Louis as the next place of meeting of the National Educational Association. The St. Louis people in 1871 treated the Association grandly, we hardly feel like taxing their hospitality again so soon, especially as the Association has as yet never met the second time in the same place. St. Louis is to have the American Association for the Advancement

Science in August. Two Associations in the same month would be rather too much. The National Educational Association was organized in Philadelphia in 1857. It would be well to return to that city in the twenty-first year, and especially since so many cordial invitations have been given.

—SOME time ago the Akron (Ohio) Board of Education appointed a committee of six to report on the propriety of introducing the study of German into the schools. Four of the committee including Sup't Findley and Paul E. Weiner, editor of the *Germania*, made an elaborate and argumentative report in favor of introducing German "as an elective study into the higher grades of the schools." Mr. E. P. Green dissented from the conclusions of this report saying that "the German may with propriety be made an elective study in the higher grades of public schools," when pupils are sufficiently advanced. He thinks, however, that in the Akron Public Schools such a point is not now reached. Mr. John Johnston reported at length against the introduction of German at all in the Public Schools. These reports were printed in full in the *Akron Daily Beacon* of January 30, and in the *Akron Daily Argus* of the same date.

—IN the New-York School Journal for February 16, is an account, prepared by G. W. Snyder, of the Miami-County Teachers' Association, which met in Piqua, Ohio, January 12. In it are found "Sydney" as well as "Sidney," "C. W. Bennet" as well as "C. W. Bennett," "Miss Wellard" [Miss Willard], "Wopakoneta," and "Prof. J. C. Redge of Ciute." If these faults cannot be laid to the proof-reader or compositor, we are disposed to believe we have a rival in Mr. Snyder in the matter of illegible writing. At the meeting Mr. Wayman, an alumnus of an Ohio Normal School, pronounced the Ohio Normal Schools "mere shams, money-making schemes to replenish the pockets of their founders," for which sweeping utterance he received from Mr. Snyder a deserved rebuke.

—"THE Preble-County Teachers' Association met in Eaton, February 16. There was a large number of teachers present. In the afternoon the meeting was held in the court-house, owing to the crowd and the unsafe condition of the North building, in which the meetings have heretofore been held. The following was the excellent programme:—1. The English Verb, M. M. Brouse, a class exercise. 2. Arithmetic, E. M. Day, (this showed careful preparation), it was good. 3. Geography, Map Drawing, Miss Mattie Whitestine, of the Eaton School, with a class from her room (good). 4. Hygiene in schools, and some accidents to which pupils are liable, Dr. Quinn, of Eaton, (good paper, poorly read). Adjourned for dinner. 5. School Libraries—Discussion—Brown and Sheppard. 6. Reading, J. C. Ridge (this was rich.) 7. Trinity of Success, John W. Dowd, of Troy (excellent.) 8. The Greatness of Little Things, Abbott, of Eaton (a strong paper). Music was furnished by the teachers' choir, under the lead of J. B. Munger."

—AT the Intercollegiate Contest held a short time ago, in New-York City, twelve colleges were represented. Williams carried off the first prize in oratory, and Lafayette the second, Rutgers the Greek prize; Madison University the first Latin prize, and the University of the City

of New York the second; the College of the City of New York the mathematical prize, Cornell the second, and Rutgers honorable mention; Wesleyan University both first and second metaphysical prizes; Cornell essay prize, [Subject: "The Growth of Political Parties in the United States,"], and the University of the City of New York honorable mention; Northwestern University of Illinois, essay prize, [Subject: "Advantages and Disadvantages of the American Novelist"], and Marquette University honorable mention. The following are the names of the students in order who received the above-named prizes and honorable mention:—Carlton R. Mills, James J. Grant, Louis Beier, A. D. Briggs, M. D. Rosenberg, T. G. Satterlee, A. S. Hathaway, R. W. Prentiss, Ormond, J. P. Gordy, Chas. W. Ames, M. D. Rosenberg, Lizzie R. and T. G. Bronson.

—“THE Preble-County Teachers' Association met on Saturday, January 19. The day was delightful, and the crowd of teachers the largest that has ever attended the association. It was equal to the most crowded time of the summer institute. The teachers of the county are greatly aroused to the need of these meetings. The workers were Mr. J. H. Van Tuyl, of Seven Mile, an excellent paper—"The Crowning Benefit"; Mr. Van Tuyl, of Eaton, a paper—"Oceanic Movements"; Mr. M. D. T. of Lewisburg, a paper—"The uses of imagination in the school-room"; Mr. O. Sheppard, of West Alexandria, a talk on the elements of mathematical geography, illustrated with simple apparatus; Mr. Chas. H. M. a recitation,—“Damon and Pythias;” Mr. G. C. Dasher, a lecture—"The Earth's Orbital Motion," illustrated with simple apparatus and drawings; Supt. F. J. Bernard, Middletown, O., a paper,—“The Day closed with a discussion of the question, "Should Country Schools be graded?" The music was under the control of Mr. J. B. Munge and was interspersed through the exercises. The programme was a long and a strong one.”

—“ABOUT twenty school superintendents and teachers met in Toledo on the 12th of January and organized a Tri-State Teachers' Association. The territory to be reached will be southern Michigan, northern Indiana and northwestern Ohio. W. W. Ross, of Fremont, having been elected chairman of the meeting, and H. H. Wright, of Defiance, secretary, the meeting proceeded to adopt an appropriate constitution and to appoint various committees. Some of the principal points agreed upon were that there should be held four meetings per year, that these meetings should be held on the first Saturdays of October, December, February, and April, and that Toledo on account of its accessibility be the regular place of meetings, etc., etc. The following officers for the ensuing year were elected: W. W. Ross, Fremont, Pres.; W. H. Payne, of Adrian, Michigan, Vice-Pres.; H. H. Wright, Defiance, Secretary; E. T. Hartley, Fostoria, Treasurer. Executive Committee, A. A. McDonald, Toledo, Chairman; McCaskey, Napoleon, and Dr. Irvin, Ft. Wayne, Indiana. The next meeting was ordered to be held on the second Saturday of March in place of the first Saturday of February in order to give time for preparation. The prospects for a good association are considered very fair.”

—THE previously-published programme of the Shelby-County Teachers' Institute, in Sidney, Ohio, February 21, 22, and 23, was as follows:—Thursday evening, "Turning the World with Sunbeams," by Wm. L. Walker, Esq., of Kenton; Friday, "Which," by Wm. H. McFarland, of Sidney, discussion to be opened by D. O. Einsberger, Superintendent of Lockington Schools; "Writing," by Kate Ryan, of Sidney, general discussion; "Loose threads in the Scholastic Web," by Ross Shinn, of Sidney, discussion to be opened by Flora Conklin, of Sidney; "Word Method," by Tillie Rodgers, of Sidney; "Some Thoughts on Teaching," by Wm. Hoover, of Bellefontaine; "Teaching a District School," by J. S. Read, discussion to be opened by G. W. Snyder, of St. Paris; "The Value of the Higher Education"; evening lecture by Dr. John Hancock, of Dayton; "Sentiments and responses"; Saturday, "The Teachers' Position and what should be expected of him," by A. G. Smith, of Perrysburg, discussion to be opened by C. W. Bennett, of Piqua; "The High School," by S. F. De Ford, of Ottawa, discussion to be opened by J. T. Bartmess, Superintendent of the Tippecanoe Schools; "School Books and Apparatus for Country Schools," by C. W. Williamson, of Wapakoneta, discussion to be opened by R. F. Bennett, Superintendent of the Covington Schools; "What are the Principal Defects in our County Institutes," discussion to be opened by C. F. Ginn, of Sidney High School; "Teachers versus their Critics," by the Hon. N. R. Burress; "The Trinity of Success," evening lecture by J. W. Dowd, of Troy; sentiments and responses.

—"THE last regular meeting of the Butler-County Teachers' Association was held in Hamilton, Saturday, January 26. The attendance of teachers and friends of education was unprecedentedly large. Good music was furnished by the teachers' choir under the leadership of Messrs. Walter H. Aiken and Theodore Meyder. In the morning an excellent paper on 'Elementary Music' was read by W. H. Aiken. This paper was copiously illustrated by blackboard exercises. Prof. William Tedford, by request, gave a graphic description of life and education among the Hindoos. The paper of Dr. John Trembly, of Reily, on 'Moral Training,' was, as the author's papers always are, instructive and forcible. This paper was discussed by Alston Ellis and John Hancock. The afternoon exercises were opened with an address on 'The Teacher's Work,' by Mr. John Jones, of Oxford. 'The Kind of Education for the Laboring Man,' was a subject ably discussed by Dr. John Hancock, of Dayton. This address commanded the closest attention from the audience, and received hearty commendation on all hands. Mr. Hancock was followed by Mr. D. B. Moak, of Westwood, who read an entertaining, pithy essay on 'Papers,' referring chiefly to those papers read before teachers' associations. The exercises closed with several recitations, rendered with happy effect, by Mr. Tom. Moore, Jr., of Hamilton. After one of the most enjoyable meetings held for years, the Association adjourned to meet again on Saturday, March 9."

—THE importance of the recent organization called the Central Ohio Science Association induces us to give the following account of its meeting last month, taken from the Fayette-County Herald of Feb. 14:—

"The Central Ohio Science Association, which began its meeting here on Thursday evening, February 7th, gave our citizens a rich and varied treat in the natural sciences. The meeting was a success. The work was well done; the subjects, resting in themselves, were ably presented. Our readers who were not in attendance will get some idea of the magnitude of the work by the mention of the names of their subjects:

"Coal Fields"—Prof E. B. Andrews, of Lancaster, O.; "Drift Period," by same.

"Metric System"—Prof. Geo. H. Twiss, Columbus, O.; "The Telephone," by same.

"Brains"—Prof. Albert H. Tuttle, Columbus, O.; "The microscope," by same.

"The Use of Globes"—Prof. George S. Ormsby, Xenia, Ohio; "Map Drawing," by same.

"Some Educational Sins"—Prof. E. W. Claypole, of Antioch College.

"Physical Basis of Harmony"—Prof. C. H. Chandler, of Antioch College.

"The Science of Sciences"—Prof. John Ogden, Worthington Normal School.

This shows eleven lectures. The words of welcome by Judge J. B. Priddy, and the words of response by Sup't Reece, were excellent and rendered in good spirit. The inaugural address by the President our readers will find on the outside of this issue.

The lecture on Thursday evening, by Prof. Andrews, subject "Coal Fields," was very entertaining. The lecture was illustrated with excellent charts.

The lecture on Friday evening, by Prof. Tuttle, of the Ohio Agricultural and Mechanical College, subject "Brains," enlisted the profound attention of his audience. The whole stage, and the walls at that end of Music Hall were filled with beautiful charts and drawings. These, executed in oil colors, were made by Prof. Tuttle. The work of all the gentlemen who served at the School Hall, on Friday and Saturday, was well received.

Prof. Witter, of Muscatine, Iowa, High School, contributed a very valuable scientific paper on the Unionidae of Iowa.

Profs. Claypole, Ormsby, and Ogden and Mr. H. H. Edwards expressed themselves highly in favor of the introduction of the elements of natural science into the lower grades of primary instruction.

According to suggestions in the inaugural, the office of Corresponding Secretary was created and Supt. Welsh, of Lancaster, elected to fill the same, an article was ordered into the Constitution, providing for a corps of instructors, to whom members may appeal for occasional help in their scientific work. The Association was not able to make a full corps at present. The gentlemen appointed are: Dr. D. Nelson, Delaware, O.; Prof. W. O. Lemans, Delaware, O.; Prof. Tuttle, Columbus, O.; Prof. McFarland, Columbus, O.; Prof. E. B. Andrews, Lancaster, O.; Mr. G. Wetherby, Cincinnati; Prof. John Mickleborough, Columbus; Dr. Stoddard, Wooster, O.; Prof. Claypole, Antioch College, Yellow Springs, O.

The Association decided upon a Summer out-door school-work in Natural History. The officers will soon send out a circular, naming the part of Ohio to be visited by the scientific footmen; the corps of Professors, and the work they will do; the expenses and necessary equipage. The school will be composed of about 100 members from eight or ten counties, with Fayette as center one. The work will embrace Zoology, Geology, Botany, etc.

The different audiences were good in number, considering the bad weather.

We think such an association has a grand mission. It may have definite work. It calls out the scientific talent of the State. It aids in the collecting of kinds of contributions from nature. It encourages further research. It educates the masses.

The exhibition department, mostly from the citizens of Washington and surrounding places, was a fine affair. It showed that we have many treasures and relics all about us. Messrs. Herbert, Pursell, and Clippinger deserve great credit for their effort as committee-men. The visitors from a distance, all agreeing that our citizens treated them in the very best style. The spirit of the meeting was just such as we may expect in educated circles, and the fruit of the hind cannot be fully estimated."

PERSONAL.

—HENRY DANIEL RUHMKORFF died in Paris, Dec. 20, 1877.

—GOLDWIN SMITH has been passing the winter in Oxford, England.

—J. J. ROCKWELL is Superintendent of the Public Schools of Doylestown, Ohio.

—THE Hon. J. J. Burns took his oath of office before a Notary Public in Cambridge.

—WM. E. GLADSTONE has been elected Lord Rector of the Glasgow University in Scotland.

—GEO. B. SEARS, Superintendent of the Public Schools of Newark, N. J., died November 17th.

—J. J. LENTZ has charge of the Public Schools of Maineville, Ohio. There are three Departments.

—M. A. SPRAGUE is serving his sixth year as Superintendent of the Public Schools of Berea, Ohio.

—W. T. HARRIS, Superintendent of the St. Louis Public Schools, intends to visit the Paris Exposition.

—MISS M. J. DAVIDSON, now teaching in the High School at Kankakee, Ill., formerly taught in Akron, Ohio.

—MARY ANN LYNCH has been employed seventeen consecutive years in the Canton (Ohio) Grammar School.

—ANNA MCKINLEY has been employed for seventeen consecutive years in the Canton (Ohio) High School.

—PROF. W. P. JONES of Evanston, Ill., is the editor of the Educational Department of the Chicago Evening Journal.

—J. M. YARNELL of Barnesville, Ohio, has succeeded the Hon J. J. Burns, as School Examiner in Belmont County.

—J. C. RIDGE has been giving entertainments this winter for Lecture Associations. He still continues his Institute work.

—CORA McDONALD's work in the Defiance (Ohio) High School has been specially commended by the Defiance-County Express.

—WM. R. STEVENSON has charge of the Public Schools of Springboro, Ohio. There are four Departments including the Colored Department.

—W. C. WHITFORD, President of Milton College, succeeds the Hon. Ed Searing as State Superintendent of Public Instruction in Wisconsin.

—DR. E. H. CLARKE, so well known in educational circles by his book on "Sex in Education," died recently. He graduated at Harvard in 1841.

—THE Rev. Dr. A. Wallace has resigned the presidency of Monmouth College, Ill., and accepted a pastorate in Wooster, Ohio. We welcome Dr. Wallace to our State.

—PROF. EDWARD S. MORSE started from Japan November 5, for the United States, to fulfil lecture engagements. One of these was for Columbus, Ohio, and another for Delaware, Ohio.

—THE Hon. Ed. Searing after four years' service as Superintendent of the Public Schools of Wisconsin has returned to his old position as professor of Greek and Latin in Milton College.

—PROF. HAYWOOD of Otterbein University, Westerville, and Elmer Avery, Principal of the High School in East Cleveland, represented at the General Metric Meeting in Christmas week.

—DR. SAMUEL ELIOT has been elected Superintendent of the Public Schools. He is a cousin of Pres. Eliot of Harvard University, was once President of Trinity College at Hartford. Mr. Philbrick's term expires with this month.

—ALSTON ELLIS, Superintendent of the Public Schools of Hamilton, Ohio, delivered in Oxford an address on "Educational Systems," in which he claimed that the American system is superior to the Parisian system of France or the compulsory system of Prussia.

—PRES. NOAH PORTER is opposed to co-education between the ages 14 and 18. Between these ages he thinks boys and girls should not be in the same class-room [at the same time?], meet in the same study, nor encounter one another in the same passages of a large public-school building.

—THE Hon. J. D. Philbrick retires from the Superintendency of the Boston Public Schools, to which he was first elected in 1856. Mr. Philbrick is now nearly sixty years of age. His educational career has been an honor to the country. The immediate cause of his failure to be re-elected was the influence of officials who disagreed with Mr. Philbrick's views on the proper relations and duties of the Superintendent and six school visitors.

—ALBERT T. BLEDSOE died of paralysis at Alexandria, Va., in January. He graduated at West Point in 1830; served as Lieut. of the 7th Infantry till August 31, 1832; was instructor in mathematics and French in Keokuk College in 1833-4; professor of mathematics in Miami University in 1834; practiced law in Springfield, Ill., from 1840 to 1848; was professor of mathematics in the University of Mississippi from 1848 to 1853; professor of mathematics in the University of Virginia from 1853 to 1861. He served in the Confederate Army in the late war, was author of several religious works and also of a work on the philosophy of Mathematics.

INSTITUTE.

JACKSON COUNTY.—Place, Jackson; time of beginning, December 1877; duration, one week; enrolment,——. It is hard for us to tabulate the proceedings of this institute in our usual way, they being very miscellaneous in character, consisting of competitive exercises, debates, papers, addresses, and criticisms. There seemed to be no *regular* instructors. One of the peculiar features of the Institute was its vote against County Superintendent. We think that is just what Jackson County needs.

BOOK NOTICES.

THIRD REPORT OF THE BOARD OF TRUSTEES of Public Schools of the District of Columbia, 1876-77. Washington City, 1877. Pages 324.

This neat volume contains the report of the Board of Trustees and the Reports of the two Superintendents, J. Ormond Wilson, and Geo. F. T. Cook, with elaborate statistical tables. Mr. Wilson has charge (salary \$3000) of the white schools of Washington and Georgetown and both classes of schools in the county outside of these cities, and Mr. Cook has charge (salary \$2500) of the colored schools of the two cities. The report taken all in all is one of the most interesting we have seen.

FINAL REPORT OF THE OHIO STATE BOARD OF CENTENNIAL MANAGERS to the General Assembly of the State of Ohio. Columbus: 1877.

We have been disappointed in this book, both as to size and execution. A special allowance was made so that it might be printed on good paper and in good style. But alas public jobs are generally poorly done. The first part, 78 pages has no name; the second part, 73 pages is entitled the Antiquities of Ohio; and the third part, 23 pages, Education. The educational part contains a report of John Hancock, of Andrew J. Rickoff, and T. C. Mendenhall. These reports are very brief and had no doubt to be written in a hurry and without compensation. These three men, if time had been allowed to them and other duties had not been more pressing, could have made an educational report ten times as valuable as the meagre reports they have been compelled under the circumstances to furnish. Several thousand dollars should have been appropriated to the educational part alone, thus enabling fac-similes of the pupils' work to have been given. The Antiquities are to some extent illustrated by engravings. The binding of the book is no credit to the State.

LANGUAGE PRIMER: Beginners' Lessons on Speaking and Writing English. New York: 1877. Pages vi., 102.

NEW LANGUAGE LESSONS: An Elementary Grammar and Composition. New York: 1878. Pages vii., 192.

A GRAMMAR containing the Etymology and Syntax of the English Language. For Advanced Grammar Grades, and for High Schools, Academies, etc. New York: 1877. Pages v., 256.

A SCHOOL MANUAL OF ENGLISH COMPOSITION. For Advanced Grammar Grades, and for High Schools, Academies, etc. New York: 1878. Pages v., 113.

All these works are published by Harper and Brothers, and constitute Harper's Language Series. All of the works except the first are new editions, the preface of the second is dated December, 1877, and the last two, September, 1877. The preface of the first is dated August, 1874. The Composition has been thoroughly revised and a chapter on Prosody and Versification added. The Grammar has been prepared to supersede the Progressive English Grammar formerly published, being now especially adapted to fill its proper place in the series. The author recommends that in each week there should be three lessons in the Grammar and two in the Composition. The Language Lessons have been newly modelled and rewritten to make it more suitable for the series. The former editions of these works attracted great attention, and these new editions will suggest a re-examination of their claims.

THE LECTURES read before the American Institute of Instruction, at New York, N. H., July 11, 1876, with the Journal of Proceedings. Published by order of the Board of Directors. Boston, Mass.: American Institute of Instruction. 1876. Pages 101. Price \$1.00.

The American Institute of Instruction is the oldest Association of Educators in the United States, having been organized in 1831. It has issued a volume of proceedings nearly every year since its organization. We have thirty-two of these volumes, and prize them highly. There are seven lectures in this volume, namely, "Recitation," by Hiram Orin; "Geography in our Common Schools," by J. Milton Hall; "Elementary Natural Science in Public Schools," by Prof. Horatio O. Ladd; "Method of Instruction and Discipline in the Study of the Classic Languages," by Prest. M. H. Buckham; "The Moral Element in Education," by J. A. Smith, D. D.; "The Place of the Polytechnic School in American Education," by Prof. C. O. Thompson; and "English Literature in the Common School," by J. C. Greenough, A. M.

SUNSHINE OF SONG. A Collection of New Songs, Ballads, and Songs with Chorus, with an accompaniment for the Piano-Forte or Reed Organ. Boston: Oliver Ditson & Co. Pages 200, quarto size.

This neat book is the last issue of Oliver Ditson & Co.'s "Home Musical Library" series. Our many readers who are lovers of singing doubtless be anxious to secure it for its sparkling new songs and stirring music. The whole number of songs is sixty-eight. We do not know the price. Those desiring information can address the publisher, or C. H. Ditson & Co., New York, Lyon and Healy, Chicago, Dobson and Newhall, Cincinnati, or J. E. Ditson & Co., Philadelphia.

HARPER'S INTRODUCTORY GEOGRAPHY, ALSO HARPER'S SCHOOL GEOGRAPHY with Maps and Illustrations, prepared expressly for the work of Eminent American Artists. New York: Harper and Brothers. Pages 112 and 126.

One of the most difficult things for an author to do is to prepare accurate geography. Indeed the thing has not yet been accomplished. Great advances, however, have been made in recent works, the last of which are the works named above. They are finely illustrated and compared with evident care. The School Geography before us in addition to the 126 pages, has separate maps and descriptive text for the New Central States, Wisconsin, Michigan, Illinois, Indiana, and Ohio. The works show clearly what great advances have been made in the geography of geographies compared with Olney's or other similar old works. In selecting a text-book teachers should not fail to compare these with the other recent geographies.

THE PRIMARY NORMAL SPELLER; OR First Lessons in the Art of Writing Words. Designed to teach spelling by an improved method. By Mr. Beecher, New York: Clark & Maynard, Publishers. 1878. Pages 100.

Mr. Beecher has contributed some articles to this journal, and his name is known to some of our readers will anticipate some of the peculiarities of this work. One of his axioms is "He spells best who spells best the words he uses." Full notes give directions as to the use of the book. Three-fourths of the book is in script, and about fifty illustrations add to the attractiveness of its appearance. We call especial attention to the thoughts presented by the author in the preface.

ECLECTIC SCHOOL BLANKS. The Scholar's Record by L. A. Knight. Van Antwerp, Bragg & Co. Cincinnati and New York.

This is an 18mo booklet containing 10 pages, for the school months in which the pupil can record his monthly standing in studies, deportment, attendance, tardiness, and class rank. On the 13th page is a diagram for drawing a graphic grade line of averages from September to June inclusive. The last page contains the calendars for 1877 and 1878.

BUTLER'S LITERARY SELECTIONS, designed for School-Room and Family Circle. For use in Public and Private Schools, on the Platform, at the Teacher's Desk, and by the Family Fireside. Edited by J. P. McCaskey. "Old Times—Old Books—Old Friends." Philadelphia: J. H. Butler & Co. No. 1, pp. 180; No. 2, pp. 192; No. 3, pp. 192.

This series of three books is called the "Ten-Times-Ten Series" because each book contains 100 selections. In these 300 selections teachers will find not only the time-honored selections so popular in the school-room but also many excellent new ones. The books are neatly bound cloth with embossed sides, No. 1 in maroon, No. 2 in crimson and No. 3 in green.

NEW PRACTICAL ALGEBRA, adapted to the Improved Methods of Instruction in Schools, Academies, and Colleges. By James B. Thompson, LL. D., author of a series of Mathematics. New York: Clark & Maynard, Publishers, 5 Barclay Street, 1878. Pages 312. Introduction price, 83 cents, exchange price 62 cents. Copies for examination with a view to introduction, 62 cents. For these prices the books will be delivered in any part of the United States.

This is a very neatly printed book. It contains more than the average First Lessons in Algebra, and less than the average Higher Algebras. One of the peculiarities of the work is a chapter on "Mathematical Induction, and Business Forms," another the placing of the answers at the back of the book, and another the placing of questions at the foot of nearly every page.

MONROE'S PRIMARY READING CHARTS. Philadelphia: Cowperthwait & Co. Francis S. Belden, No. 25, Washington St., Chicago, Agent. Price per set, \$7.50.

These charts are printed on both sides of twenty-five sheets, 25 by 30 inches, of manilla parchment paper, securely fastened to a black-walnut moulding. They are beautifully printed and finely illustrated. At the bottom of each chart are "Hints to Teachers." They are designed to be accompanied by Monroe's Chart Primer, which is a reproduction of the charts, omitting the hints at the bottoms of the charts, with some additional reading matter. These charts contain some features that we have not seen in other charts. Mr. Monroe was formerly teacher of reading and elocution in the Boston Public Schools. He is now connected with the school of Oratory in Boston University.

ON THE STUDY OF WORDS: Lectures addressed (originally) to the Pupils at the Diocesan Training-School, Winchester, by Richard Chenevix Trench, D. D., Archbishop of Dublin. From the last revised English Edition. With an Exhaustive Analysis, Additional Words for Illustration and Questions for Examination. By Thomas D. Suplée, Head-Master of St. Augustine's College, Benicia, California. New York: W. J. Widdleton, Publisher, 1878. Pages 395. Price \$1.50, in cloth. A copy will be sent with a view to introduction for \$1.00.

Probably no work has contributed so much to arouse a popular desire for the study of English words as Trench's work published first a little more than a quarter of a century ago. Mr. Suplée's analyses, additional

words for illustration, and questions, fill 85 pages of the work, and admirably for school-room use. Trench's etymologies must be carefully scanned and the false ones corrected by an examination of more authoritative philologists. We advise all teachers who use the work to be careful to point out the flimsy character of Trench's objections to phonetic spelling. Mr. Widdleton continues the publication of the work with Suplée's additions. Price \$1.25 in cloth.

THE DICTIONARY APPENDIX AND ORTHOGRAPHER, containing upward of seven thousand words not found in the Dictionary; comprising the principles of verbs, which often prove perplexing even to the best writers. The words are not only spelled, but a reason is given for every word why it is spelled; the rules being so plain that a novice may, in a few days, become perfected in the art. By C. Vines, Orthographical Professor. Seventh Edition. London: 1856. Price four shillings.

We will send this little work of 109 pages, by mail postage paid, on receipt of 75 cents.

LANCASTER SCHOOL MOTTOES. J. A. Butler & Co., Philadelphia, Pa. Price by mail postage prepaid for \$1.10.

These mottoes, thirty in number including the Lord's Prayer, are printed on fifteen cards, 355 by 186 millimetres in size. The cardboard is the 6-ply, colors, salmon and green. Teachers could hardly spend \$1.10 more profitably for their schools than to send for a set. It is important that youth should early learn those statements of important principles or maxims that are so briefly expressed that they cannot well be forgotten.

NATURE AND CULTURE. By Harvey Rice. Boston: Lee & Shepard, Publishers. New York: Lee, Shepard, & Dillingham. 1875. Cloth, pp. 128.

The contents of this book are presented under the headings, "Nature and her Lessons," "Woman and her Sphere," "Education and its Errors," "America and her Future," "Life and its Aspirations," and "Mission of the Student and its Dedication." The author the Hon. Harvey Rice of Cleveland, in whose name the book is copyrighted, is now enjoying his *optimum dignitatis* in his declining years. He will be recognized by teachers as the champion of the Ohio School Law of 1853. We gave a brief sketch of his life in the Centennial volume entitled *Education in Ohio*. We have not yet had time to read Mr. Rice's book, which by the way was not sent to us for notice but as a token of friendship, but we expect yet to enjoy the pleasure of its perusal. We give the notice now because many teachers in Ohio who know Mr. Rice are probably not aware that such a book has ever been published.

AN AMERICAN GIRL, and her Four Years in a Boys' College. By Mary F. Johnson. New York: D. Appleton & Co. 1878. Pages, 269.

This is a very readable book. The Boys' College is represented at the University of Ortonville but a writer in the Chronicle published at New Arbor recognizes in Miss Wilhelmina Elliott's letter to the Vassar giving a description of the Ortonville professors an accurate description of the professors in Michigan University. Many of the points elicited are doubtless true to the life and the racy style of the writer keeps the reader interested. The work would not have been marred by the omission of the drowning and lightning and surgical incidents which were evidently lugged in for mere effect. Such things are popular with sentimental novel readers but they fail to attract those who see through such tricks. The book will however be greatly relished by the mass of readers.

OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

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✓ THE PRACTICAL TEACHER.

[The following address was delivered in Ottawa, Ohio, December 27, 1877, before the Northwestern Ohio Teachers' Association, by C. W. Bennett, Superintendent of the Public Schools of Piqua, Ohio.]

Of all occupations, there is none more exalted or responsible than the profession of teacher. Other professions may have more attractions, in some sense, and may be more remunerative; they may be inviting because exposed less to public criticism and public censure; but what subserves the interest of church and State more efficiently than teaching? What elevates the mind or dignifies the man in a higher degree than the profession which we represent? The agriculturalist, the mechanic, the tradesman, have stations alike honorable and useful. But their work is ended when the workmen retire.

The teacher's work of whatever quality is imperishable, and the fruits of it are garnered and appropriated afar down the dim vista of coming years. Long after he is called from labor to reward, succeeding generations will rise up to bless the labors of the faithful teacher. His memory, not his body, shall be embalmed, and his life shall be incorporated in the coming man and the coming woman. Humble and unappreciated now, unthanked, poorly paid, neglected possibly, his work is not consummated nor his existence finished. Years hence

when the results of his unflagging zeal and patient crop out from the successful business man, or the practical and refined tenant of the household, memory will rouse a gratitude to pay its tribute long deserved to true merit and hard work.

When we review our past histories, it seems but yesterday since we were children in the school-room. As we gaze on the path up which we have journeyed, it seems but a few months since boundingly and happily we set out upon it. We can recount with pleasant recollections the innocent sports of childhood, and the numerous merry voices with which we were mingled. Aside from the sacred memories of home and our successful impressions, not the failures of our early school days. Next to our parents and home associations, we have grateful remembrance the energies of an honest and devoted teacher. With memories no less tenacious we recall the time and blunders of the inefficient schoolmaster, whose visible motive manifested in his work was the wage he received. His heart was not in it, his tastes were foreign to his mind was most intent upon another object, to secure wealth he was making the profession of teaching a secondary consideration. In the near future, if our General Assemblies do provide a law to correct this evil, the hearty public sentiment of the people which is often vastly more influential than legislation will come to the relief of an outraged profession.

We were young when we attended this school. We have attained the discriminating power to detect counterfeit teachers and frauds. No matter. If we could not then fully appreciate the advantages of good teaching nor depreciate the faults and blunders of this nondescript, we do know that some how or other the influence of that school, the power of that teacher in his life, has had much to do in moulding our lives, fashioning our habits of study and of thought, and perhaps in shaping our destinies.

Is this the experience of one mind, and an exception to the rule? or is it the language of many men and women struggling in the whirl of this progressive age, who review their earliest days of training, only to wander amid ruined and blighted hopes and lost opportunities? In some degree, for teachers, this is universal experience.

And no one of tender sensibilities, we think, can undertake the responsibility and management of the most inferior dis-

without feeling great concern and perhaps trepidation. no ordinary business. It is indeed wonderful to teach. ether paints for eternity. He lives in the minds of his

And as the written volume, whose author has long ssed off the stage of action, moves with almost incom- ble magnetic force the minds of all who read it, so the lives in many hearts, and sends out an irresistible e, pulsing its forces through the ages even down to me. How truthfully it is said—"*A chord struck in the end will vibrate at the Throne of God.*"

what intense anxiety, heart-felt candor, and genuine y, together with the best possible preparation, should ertake this important class of labor! How dare any ure with ignorant and blundering imposition to work e human mind, the highest object of God's handiwork? s consider some of the important requisitions which make up the practical teacher. Every teacher has owing questions to answer in the outset: What is ? And, why am I a teacher? We ought to understand onal relations to each of these questions. The teacher ot rest satisfied without a clear understanding of the and skill demanded in his work, and should possess finite idea of what constitutes an education. "The must have some clear conception of beauty before he nt an attractive picture. The block of marble, rude ightly to other men, to the sculptor must contain the form of the finished statue, before he applies a tool. To ork successfully his mental vision must contain as true t beforehand as the bodily eye does after the work is

With this conception of the ideal before him, every f the chisel has its object, every score in the marble its meaning. Let the work be attempted without the d the painter daubs and smears but produces no the sculptor toils and toils again without success.

he difference between these two classes of workmen is his: The one knows beforehand what he means to do; r works without a definite plan. The one has studied and symmetry until he can see it in the vacant canvas, e unshapen rock, and is able to produce his ideal; the th no distinct conception to guide him brings out only y."

These differences apply very forcibly to teaching. They point out plainly the causes for the great difference in results among teachers. Now it is conceded by every one, that the better a mechanic has his trade the better he serves employers. And the more he improves upon his practice, the greater the demand for him.

The practical teacher has a pattern at hand. He works to accomplish the best results by the use of a definite model. He understands school work to mean the greatest good to the greatest number. He adapts himself to the personal wants of the individual pupil. Comparing the brilliant boy with the model he discovers the need often of prompt wholesome restraint and a ready precaution on his part, to make an average man of him. Testing the dull boy by the same ideal he discovers in his slow plodding, if it is not too slow, the average scholar, the true citizen, and he hastens to adapt himself intelligently to the wants of both.

The practical teacher studies, all the while, to know what the word education means, and how he is professionally connected with it. Teachers not unfrequently make the mistake of supposing that education consists only in filling the child's mind with facts; teaching it to spell all the words in the spelling-book regardless of their meaning, taking it through arithmetic and through its geography, and through and through its arithmetic. We are very apt to confine our work to what is commonly known as schooling children. Indeed many of the wisest school men are seeking to develop the intellectual powers, to the neglect of the physical and moral agencies.

Whatever education may mean in the abstract, it must combine the physical, mental, and moral growth of the pupil. It is brought about mainly by giving out and receiving. The work of the teacher is to give out, but not to stuff. Teaching is assisting one to know for himself. Pupils can only know things by the act of their own powers. To lead out and to exercise properly the faculties of the mind is the work of the teacher. The means for accomplishing these results must necessarily be infinite in variety. And the teacher should vary them according to the wants, disposition, and character of the pupils. It is said: "One wants to be told a thing; he learns best by the ear; another wants to see it; he learns most by the eye." Perhaps a third, having a natural desire for investigation, wants to think and form his own conclusions.

is after all is the chief end to be secured in educational this is practical teaching. Train your pupils to think. Do not apt to ask ourselves how much do my pupils know? or how much do they think? No teacher can successfully secure the uniform attention of his classes, who has not learned them to investigate, to analyze, to construct, to detect, to reason, to tear away the scaffolding of hypotheses, to reach clearly the naked truth, and to form for themselves rational conclusions upon all subjects.

One cannot recite well who do not think well. We will not get on by the old rote method they may make creditable enough parrot-like rehearsals from memory. And we do not deceive ourselves by this apparent progress. But retention of memory does not necessarily imply thought. To communicate thought intelligently there must be thought communicated, and it must be handled and packed for communication.

Thought inspires conciseness and clearness of expression. A clear tongue certainly hangs in very close sympathy to a clear brain. And the practical teacher concedes the unlimited importance, not only to encourage free, spontaneous thinking, but to train his pupils to express their thoughts in plain, unadulterated language.

As has been said, and I judge it needs but little abatement, a pupil has learned from us only what he has expressed for himself again. And we can never be reminded too often that there is no real teaching without reproduction. There must be co-operation on the part of the learner.

It should be required to recite without many props or crutches.

Most teachers are seldom great talkers.

They are full of the subject to be taught. They promptly and fully explain difficult points, or supplement the lesson as necessary to add to its interest, and to clinch it. There is a judicious rendering of information just at the time and in the right quantity, and the class does the work assigned it. It is easy for teachers to acquire the habit of wasting away the time aimlessly. And pupils with poorly prepared lessons encourage this kind of procedure. This is a

No good results can grow out of it; but on the other hand it engenders extreme carelessness on the part of both teacher and pupil. It is the business of the teacher to follow

the main line, and to require classes to recite all the portions of the lesson, with but little skirmishing from this line.

Thoroughness is an important qualification of the practical teacher. Genuine scholarship lies at the foundation of right instruction. Without it very inefficient work is inevitable, and failure will follow your best efforts. I would not arbitrarily say that the complete knowledge of an entire collegiate course must be obtained before one can teach a common school, but I could not condemn a teacher who having other good qualifications, and a complete mastery of the branches required in common schools, because he could not read fluently the abstruse portions of a tragedy, or decipher the impractical puzzles of calculus, if he should know most thoroughly the subjects he proposes to teach.

First, he should possess a complete knowledge of what is in the text-book, and make special preparation upon every subject to be capable of hearing it recited; and, second, he should know more than is found there, in order to clear away errors and to add fresh knowledge to every subject. No one can teach successfully without this. Text-books are only intended to give outlines, subjects contained in them are to be frequently supplemented by the teacher. The advantages of thorough scholarship are numerous, among which are most prominent the ability to impart well, and to inspire confidence in the pupils. It is likewise of great value in the economy of time. The almost inconceivable strength it adds to school government.

Next to a well-established basis of scholarship, is the use of good methods. The practical teacher will study methods. Aptness to teach is not a native endowment, but like skill in any other art to do anything is an acquired power, based upon the knowledge of what is to be done, and of the fitness of the means to the end. We should study right methods, and use the appliances of right methods.

"Practice alone will not make any one a better teacher. If we start upon the wrong road, the further we travel, the further we go astray. The teacher who has been in the wrong way for twenty years, is by all odds a far worse teacher than when he began. Errors which were at first doubtful propositions become to him self-evident truths."

Many teachers pride themselves upon their twenty or thirty years of practice.

is by no means a safe recommendation. "Practice, by only enables us to do easily what we do often, but not rarely to do it better." Practice does not correct errors in profession. Neither do I believe that scholarship alone it. We must learn how to select such methods as are to our schools, then seek to apply them judiciously. In, a teacher should experiment often, but not too often, certainly never to the expenditure of his, or his pupil's unless some good results are to grow out of it. Teacher has the right to experiment upon a new theory method for the sake of experiment only. The gratification individual desire upon a given subject is not a sufficient atee for the sacrifice made. Well might the physician amputate a sound limb to trace ery.

we must make some tests. We cannot always foresee result of a method without trying it. It may be worth periment. But the prudent teacher can generally ine what will be the result before he takes the risk. a teacher can trace his failure back to restlessness and ility brought about by his having too frequently changed ns.

I must not be misunderstood in any wise to assume wrong method should not be exchanged for a right one, do mean to say that the new rule, however feasible it eem, should be carefully scrutinized and examined before ng the old.

[Concluded next month.]

THE VENTILATION AND HEATING OF SCHOOL BUILDINGS.

[Concluded from last month.]

ere are water closets about the building, they should e particular attention. The soil pipe should be carried ove the roof. The main sewer should be trapped outside ilding, and each water closet should be ventilated from h the seat so that the air will flow downward through at at all times taking with it, not only all gases that may eir way through the soil pipe, but also the odor arising he use of the closet. The seat should be lifted a little

above the bowl to allow the passage of air over the edge of bowl to the duct beneath the seat. A current in this direction may be established by connecting the duct with the ventilating shaft. Any other fixtures, wash stands, sinks, or urinals at the building should be ventilated or trapped with a gas trap.

It is essential to the health and comfort of the occupant of a room during the colder months, that heat be applied in two ways, First,—the air should be slightly warmed before it reaches the lungs. And second,—the building, that is, the walls, ceilings, furniture, etc., should be heated to a degree higher than that of the air. Air receives its heat by conduction alone, the radiated heat from any source passing through it without materially increasing its temperature, and it is impracticable to warm the walls of a building from the inside without heating the air to the same extent.

Any apparatus for furnishing heat that does not provide a plentiful admission of fresh warmed air, or that is not used in conjunction with some arrangement for that purpose, is incomplete and unhealthful.

And again, any apparatus that furnishes heated air and does not provide for the direct radiation of heat to the building is also unhealthful, unless peculiarly and carefully managed. The reason for this lies in the fact, that in order to furnish all the warmth required in an apartment by supplying heated air, it must be heated to a degree too hot to be breathed with comfort. Under these conditions (the walls receive their heat from the air and consequently always remain cooler) the occupants give off too much heat by radiation from the surface of their bodies to the walls, and too little by means of exhalations from their lungs.

The use of an ordinary air-tight stove is one example of an improper method of warming without ventilation and where steam radiators are placed about a room without connection with an air passage is another. The ordinary hot furnace is an apparatus that furnishes air warmed to too high a degree.

The watery vapor of the atmosphere is conducive to comfort when the air contains from 50 to 75 per cent of that amount necessary to its complete saturation.

The capacity of air to contain moisture increases very rapidly with its rise in temperature. So if we are to breathe very

should be moistened, but in a properly-warmed apartment where the air is kept comparatively cool, the addition of moisture is seldom needed.

Stoves are a very economical kind of apparatus for heating school buildings; and if properly constructed and managed will warm the incoming air to a healthful degree. A ventilating stove consists of the necessary parts of an ordinary stove and in addition a metallic casing enclosing a space between the ordinary outer parts. This space, which is open at the top, is connected with the outer air by means of a duct leading up it near the bottom. If practicable the casing is made so as to enclose the entire stove except those doors and flues by means of which the fire is fed and managed. Stoves of this description are manufactured in some parts of the country; and many stoves of ordinary patterns may be converted into ventilating stoves by the addition of the metallic casing. If necessary this casing may be made to enclose the entire stove and a large door be provided through which the fire can be reached.

Provision should be made in the fresh-air duct by means of which some of the supply from the outer atmosphere can be admitted, and a part of the air be taken directly from the room. This will check the exit of the air through the foul-air flues, and the air in the room may be warmed to a higher degree. This arrangement can be used with advantage to heat the walls of the room before it is occupied, the cooler air being turned on at the beginning of the session begins.

A warm-air furnace is like a large ventilating stove set in the room; the outer casing being of metal or brick. Their construction is somewhat similar but the direct radiant heat from the furnace is lost to the apartments above. The greatest objections to them lie in this fact, and, that with the usual arrangement, the air is admitted at too high a temperature for the sessions of the school.

If the furnace is properly constructed and managed a current of fresh air might be introduced before the sessions began, and a supply of cooler air while the room was occupied. By this arrangement or if used in connection with stoves situated in the room to furnish radiant heat, the use of the furnace may be made healthful. To enable the furnace to supply hot air before the room is occupied, a connection could be made from the room to the fresh-air duct so that a current would be

established similar to that spoken of in connection with ventilating stove.

The furnace is valuable for the heat it furnishes to the floor. The objections offered to it on account of gases conveyed to the air through the red-hot iron, or what would be more probable through the joints of the heating surface, are removed away with in the properly-constructed furnace and where there is an abundance of draft.

With ventilating stoves, furnaces, or any apparatus to which air is conveyed by means of ducts, the greatest annoyance comes from dust collected therein, which being burned and heated by the furnace gives off offensive gases. The channel for fresh air should be made so as to receive no part of the supply from the basement but from the source where its purity can best be secured. They should be so constructed that they can be easily opened and thoroughly cleaned out.

The necessary sizes for fresh-air ducts can be estimated by a process similar to that described for the foul-air ducts, taking the velocity as found by experience. They are usually small. The passage of warmed air to the rooms through upright ducts and passages forms a means of propulsion which assists the drafts in the foul-air ducts.

For heating large buildings there is no apparatus so complete as a system of steam pipes and radiators. If properly arranged they will furnish radiant heat to the walls and will warm the air to any degree desired.

The best way of using steam apparatus in school buildings is to place radiators in different parts of each room and provide openings back of them from the outer air. By this plan incoming air is warmed by flowing around the pipes of the radiators, and the walls are warmed by radiated heat. To make this plan complete there should be screens in front of the radiators to protect the pupils from the direct radiant heat from the currents of incoming air. The openings to the outer air, which are best placed directly beneath the windows, should be provided with dampers by which they can be shut when desired.

As mentioned before the use of steam radiators without provisions for the admission of fresh air is not healthful. In warming buildings by *indirect radiation*, that is by placing radiators in a fresh-air chamber in the basement with ducts to the same from the outer air and from there to the rooms

is open to the objection made to the hot-air furnace and
complete without the addition of radiators in the rooms
.

hot-water apparatus may be used in a manner similar to
for steam. It is better suited to the warmer parts of our
ry where there is little danger from extreme cold. As
radiators can not be heated to so high a temperature as
for steam, more radiating surface is required to give the
amount of heat. Steam circulates more freely than hot
, but apparatus for the use of the latter are said to be
easily managed. Both are now perfected so as to work
natically and very finely.

has not been attempted in this article to give the details
e construction of apparatus for either ventilation or
ng, but to show what is primarily essential in all and
e want of which nothing else will atone.

the construction of school buildings there is nothing for
a money can be expended to a greater advantage than in
ding for the purity of their atmosphere. Let us have less
ow and more of sanitary appliances. There is no true art
roviding a decorated exterior to cover an incomplete,
olesome interior.

eland, Ohio, February 13, 1878.

F. A. COBURN.

THOUGHTS ON READING.

the importance of any branch of education may be
nined by the subsequent use to be made of it, that of
culture and expression would occupy no inferior position
e course of study in our common schools, and the curricu-
f our institutions for higher education.

the use of the printing-press it may be possible to reach
ter number of individuals, but we need not go beyond
yn personal experience to show that the greatest individ-
ffects are produced by spoken words. The suitor for
ver personal favor, knows well the superior advantages
ersonal interview—face to face and by the living voice—
interview by letter, even though he might exclaim with
lo:

“Rude am I in speech

And little blessed with the set phrase of peace;”

etter though he might

“A round unvarnished tale deliver,”

yet the living words will be more effective than a faultless diction coming through the colder medium of the written word.

Who dare say it was not

"The wit, the words, the worth,
Action and utterance, and the power of speech
To stir men's blood ;"

of Mark Antony,

"That should move
The stones of Rome to rise and mutiny."

We would not be understood as arguing that *manner* should be made superior to *matter*; but at the same time we fail to see the wisdom in subordinating either to the other. Let them be coördinate and inseparable; they are rightly joined together and let them not be put asunder.

Since the use of the voice enters so largely into all the vocations of life, no class may properly claim exemption from attention to its cultivation. The physician in the practice of his profession, is as frequently called upon

"To minister to a mind diseased;
Pluck from the memory a rooted sorrow;
Raze out the written troubles of the brain;
And with some sweet oblivious antidote,
Cleanse the stuff'd bosom of that perilous stuff,
Which weighs upon the heart;"

As to minister to a diseased body; so the disciples of Esculap should not wholly neglect the cultivation of voice—of those

"Looks and words that into every wound drop healing."

While the minister of the Gospel whose ministrations are of the Word and, chiefly, through the medium of words, cannot afford to attend to the *matter* of his discourse to the neglect of the manner if he would always speak to edification.

With what additional fervor can the devout worshiper accompany the leader to the Throne of Grace whose tones are those of earnest, humble supplication instead of imperat command. For those who have a just appreciation of sense and sentiment, and a discriminating utterance, the deep humility of Job, the profound and exalted thanksgiving of Moses and the children of Israel for their wonderful deliverance, the plaintive wailings of the prophets over the obliquity of the chosen people of God, together with their thundering denunciations against their sins, the touching melody of the sweet singer of Israel, the tender pathos of the Savior, as he yearns for and weeps over Jerusalem, or dismisses the erring

with the injunction "go and sin no more," the earnest entreaty of Paul as he "would not only almost but never" persuade Agrippa to be a Christian—all these in each in its proper time, place, and manner, are made to contribute to the edification of the hearers.

Had the advocate couple with great legal knowledge the powers of speech, his clients might oftener have occasion for speaking, and he *less* occasion for resorting

"To ways that are dark, and tricks that are vain."

Teachers—what shall I say of them?—Surely if "The blind, shall they not both fall into the ditch?"

Already the signs of the times portend the dawning of a new day. In nearly all of our institutions for higher learning we now have a chair of English Literature, and in many of them an additional one of Elocution and Oratory, for the purpose of giving continued systematic and exact instruction in drill in expression.

We are glad to note that in Boston, that great metropolis of learning, the Boston University has established a chair of Oratory, endowed with ample resources, and provided with a faculty of twelve instructors, the object of which is—to furnish every possible facility for training in reading and speaking, and especially for qualifying students to become teachers of Elocution and Oratory in colleges, and superintendents of this department in our public schools."

This line of educational policy as in many others in the East has been quick to discern the signs of the times. It has become the pioneer, setting an example which other institutions of similar character will not be slow in following. What does all this indicate? Evidently that the coming generation of men and woman will read and speak better.

In view of these movements what shall we do? Quietly and firmly, arms in fancied security of a traditional pronunciation,

"With lifeless drawl, insipid and serene"?

Do we not rather do what lies in our power to correct the errors of the past, and bring the pupils now being educated in our schools, to a higher standard of reading and speaking?

Let the time speedily come when the importance of a correct pronunciation and natural and impressive reading and speaking will be acknowledged, and be considered, as it once was, a necessary part of an education.

Cincinnati, Ohio.

W. H. COLE.

DRAWING IN PUBLIC SCHOOLS.

As individual educators, we probably have the right to mount some "hobby" and ride it to death, if we wish to do, provided we do not affect others with our notions.

No doubt the grand achievements in science and art, which never have been accomplished, nor would so many wonderful discoveries have been made, had not individual thinkers stuck upon a single idea, and put a life-time of labor and thought upon it; but, in these days, men get an idea into their heads that a thing is good, and, straightway, they move Heaven and earth (no hyperbole (?)) to make every body else believe they do.

The Art, called Industrial Drawing, is attracting a great amount of attention just now. It certainly deserves notice. The exhibitions of the Columbus and Hamilton schools, which were so well displayed at Put-in-Bay, reflected great credit on the instructors of those schools. It was entirely proper that so able a paper on the subject was read before a body of teachers. The arguments presented, proved that drawing should be taught in our schools, but did not prove that it should be taught to the detriment of more important studies. There is a school in this State, where *writing* is taught but once a week, and *drawing* every day; where the Board of Education employs an artist to teach the teachers how to give instruction in drawing. Now why don't that Board of Education send Prof. Mendenhall to go to that place twice a week, and instruct those teachers how to impart a knowledge of the Metric System? It would be more reasonable, for in the years to come all children will have to make use of this system every day. In Columbus a little girl was suspended simply because her father refused to buy the necessary Drawing-Book.

Men are paid good salaries to teach this one subject in our schools, which any ordinary teacher can teach with a little practice, without extra instruction.

I asked one of these special teachers, a few months ago, how there were so many hundreds of dollars, and so much precious time consumed by this one study. He replied that "if a person who had studied drawing should ever want to dig a ditch, he would have no difficulty in getting it *straight*," and this illustration offered as an argument, was *borrowed*. How granting this, how many of the boys and girls are going to dig ditches?

they tell us, that if the children are taught drawing in schools, a useful employment will open up to them, *they paint cups and saucers*; true, but how do we know the "china" is going to last? If it does not, perhaps people will use cups and saucers without paint; then if that is an argument, painting wagon wheels is a lucrative employment, and we should do that. Why not teach them to set type or make books? The fact is all of these children are not going to paint wagon wheels, nor paint cups and saucers, but every one of them will be expected to *read*, and *write*, and *spell*, and how can we expect them to do these well?

It is proper to devote a few minutes each day, and a few minutes each year, to the work, but our children are too much occupied now.

There are Grammar Schools in this State, in which pupils are taught thirteen years, have ten studies. When we remember that a large per cent of the youth of our towns and cities, do not go farther than the Grammar School, but go from there directly to the world to work, think, act, and form motors in our Commonwealth, it is well for us to give careful study to the various questions. Shall drawing drive out reading? how are we to gain intelligence upon any subject if they can't read? Why should any one say "do less in Mathematics?" Can we push mathematics for the work? Surely we can ill afford to neglect the crude though poetical ways of Hiawatha and Iktawak to communicate our thoughts and hand down our history, by means of pictures.

"What shall we teach" is becoming more and more a topic for careful investigation, and those who have the power of directing these things, ought not to allow themselves to be misled by "agents" by agents or publishers, nor by persons who are not fit for forming salaried positions.

Mr. Spencer has truthfully said, that in forming a curriculum of education, that science, which teaches the art of preservation, should be primary and most important. Nothing new must be introduced, let us teach our children something of human life, and a prevention of human untimely death.

If we spend a reasonable amount of time and money on this inflated subject, let us exercise reason, and a great deal of discretion.

LIZZIE HANBY.

A NORMAL SCHOOL IN OHIO.

[The following is a letter to John Ogden, intended for publication in this periodical.]

I always felt, while in Ohio, that the great want of our public-school system, was a State Normal School. It is true that several praiseworthy efforts have been made in the larger cities, as Cincinnati, Cleveland, Dayton, Sandusky, etc., to meet the local demand, by the establishment of City Normal Schools; these have been a success; and the advanced state of the schools in these cities, is an evidence of their usefulness. But they are necessarily local, and adapted to the peculiar wants of the elaborate system of the graded schools for large cities. The effort to supply the great lack of the State in trained teachers for the country and village schools, has also been made by several academical institutions, with a Normal department, some of which have been known as Normal Schools. I have no doubt a great deal of good work has been done in each of these schools; and, it may turn out in the future, that in this way a good part of the work can be accomplished. But in order to the full success of this or any attempt to raise the standard of the teaching force of the state, I have always believed it absolutely necessary that there should be, at *one free Normal College under the control of the educational authorities of the State, amply endowed, and able to call to its chairs of instruction, the most eminent educationists of the country.* Such a college of instruction does not yet exist in the United States, but it exists in the Toronto Normal College, in Canada.

For lack of such a central institution, whose influence would so polarize the instruction in the State, our Normal Schools, like those of the East, with all their great merits, have failed to achieve the best results. It yet remains for OHIO to inaugurate a "new departure" which shall give her the proud eminence in education which she has already attained in military and civil affairs. Such an institution should be endowed by the State in a way to secure it against the fluctuations of annual legislation; for nothing is so embarrassing to our existing Normal Schools as the fact that every teacher in the State is dependent on the vote of a majority of the Legislature for his yearly salary. *There should be a permanent endowment, that can be relied on to carry forward the work, without the incessant importunity that, in itself, renders the best institutions*

ce to a legislative body. It should be a real *college of*
ion; not only qualifying students for country-district,
large and city schools of the lower grades, but sending
graduates competent to meet the demand of our high
and better sort of academies; for these schools often
ar more from untrained teachers than others. It should
n a high grade of admission; at least equivalent to that
ded by the Normal Schools of Cincinnati, Cleveland, and
, and in this way would guard itself against the flood
rant and immature young girls [and boys?] that are
knocking at the doors of our State Normal Schools. It
be well for a time, even to limit the number of students,
thorough system of operation should be devised.

ould be situated at a central point; be free to all its
ts; and connected with dormitories, in which the pupils
e under the supervision and watchful moral charge of
horities of the college; where board could be kept at
rest practicable terms; and there should be a provision
assistance of meritorious students unable to meet the
e of living away from home; and it should secure the
opportunity for a practice department, *by connection with*
ic schools of the place of its location. When it came to the
of a locality, I am confident that several institutions
r provided with suitable buildings would compete for
nor of dying with the "lively hope" of a resurrection
his glorified body of the *first real Normal College of the*
States. Indeed, I now have in mind several colleges or
ies which could in no way serve the cause of learning
as to give their buildings and endowments to the State
h a purpose. And when it comes to the officering of
college of instruction; happily there are men and women
o of such eminent ability as educators, that the only
ty would be the "embarrassment of riches." It is the
eat misfortune of public education in Ohio, that several
r most eminent teachers and superintendents of national
tion, are now so tied up by the drudgery of local school
and superintendence, that the State at large is hardly
profit by their ability.

an institution would at once furnish teachers of superior
It would also compel the private and local public
l Schools to improve their methods and courses of study,

and thus indirectly force every school up to higher ground, would furnish a set of teachers for the Institutes and Conventions who would work on a common basis, and in keeping with the best scientific methods of instruction. It would be a centre of interest for all the leading schools, public and academi- cal, of the State; and it would add greatly to the efficiency of your State Superintendency of Instruction. I believe the State of Ohio would establish one institution of superior grade, it would so wake up the whole educational spirit of your people that you could trust to the Institutes, city, local, and improved academical schools, to meet this demand for skilled labor in the school-room.

Springfield, Mass.

A. D. MAY

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. Burns, State Commissioner of Common Schools.

SCHOOL COMMISSIONER'S ENGAGEMENTS:—March 9, Butler-County Association at Hamilton; April 19, Washington-County Association at Metta; June, Ohio Central Normal School; July, Ada Normal School; July 23, Columbiana-County Normal School; July 25, Coshocton-County Normal School; July 30, Miami-County Institute; August 2, Brown-County Institute at Georgetown; August 14, Shelby-County Institute at Findlay; August 19, Lorain-County Institute at Wellington; August 23, Hancock-County Institute at Findlay; August 23, Preble-County Institute at Findlay; August 26, Seneca-County Institute; August 28, Jefferson-County Institute; August 30, Perry-County Institute.

QUESTIONS AND ANSWERS IN MATTERS OF SCHOOL LAW.

Question 1.—A teacher attended an Institute during one week of time his school was in session. Is he entitled to pay for that week?

Answer 1.—If a school be dismissed *for the purpose* of allowing a teacher to attend an Institute *in the county*; if the teacher, having attended, deposit with the clerk of the board a certificate of four days' attendance from the secretary of said Institute, he is entitled to one week's pay. If Institute occurs in the midst of a vacation declared by the board without reference to such assembly; as during one week or two weeks' vacation at the Holidays, attendance thereat does not entitle the teacher to pay.

Question 2.—Can we raise the salary of our principal and have an increase go to pay an assistant who is one of the scholars but has no certificate?

Answer 2.—Very decidedly *no*. A person not holding a certificate cannot be legally engaged to teach, or paid for teaching out of school funds.

tion 3.—Have the local directors under the instruction of the Board right to discharge a teacher who refuses to obey a rule of said Board as to what text-books shall be used?

Answer 3.—I am of opinion that the teacher would find no redress at law if discharged for interfering with the Board in the performance of its functions.

Question 4.—Can the people of a sub-district by actual vote reject the action adopted by the Board?

Answer 4.—Not legally. Their remedy would be "by actual vote" at the next election of directors.

Question 5.—Can a Board of Education by law contract with any publisher to supply the township for six years with books at any fixed price?

Answer 5.—I think not. It does not seem to be a matter where they have the right to bind their successors.

Question 6.—When the local directors hire a teacher with a certificate in the common branches without requiring him to get a certificate in a higher branch, can they compel him to teach that for which he has no certificate?

Answer 6.—They can not. He was not legally competent so to do, and the law will not punish him if he decline to aid the directors in a violation of the law.

The proper course would be for him to consent to be examined in the branch of study adopted by the Board of Education, pursuant to the Ohio School Law, that is, if he thinks himself able to stand such examination, but he cannot be legally discharged for declining so to do. It is seldom that any besides the branches named in the statute are required by a township board, that the applicant for a position is not made to take notice of a rule found only in the records of the clerk, and is easily forgotten by the members themselves.

Question 7.—Our district is a double one—formed of two thrown together. We have two teachers in separate rooms, one for the small children and the other for the more advanced. The Board has apportioned money to continue school six months in each room. We have continued the primary room till spring to give the small children the benefit of the summer season. Now have we as directors authority to determine what pupils shall attend each school?

Answer 7.—Section 71 of the School Law leaves the assignment of the pupils to the schools established in the district to the Board of Education; the Board, either expressly or impliedly, left to the local directors the assignment within your sub-district, said directors may make and execute such assignment as something "necessary for the convenience and prosperity of the schools within their sub-district."

Question 8.—Is it not the duty of the clerk of a township having control of a sub-district to report receipts and expenditures to all the township having territory therein?

Answer 8.—It is not so required, though there has been a bill introduced into the Legislature making such provision.

EDITORIAL DEPARTMENT.

—THE persons who are endeavoring to destroy our public High Schools will find that they have undertaken a work far beyond their power. Our Public-School system is a growth, and the High School is a part of that growth. Indeed the graded-school system in Ohio was an outgrowth of the High-School sentiment. The passing away of the unendowed academy was a natural result of the establishment of free schools. As soon as the free schools caused the withdrawal from the unendowed academies of the pupils in the lower studies these academies lost an important part of their pecuniary support. The decay of the academy system necessarily caused the establishment, in the larger villages and cities, of free High Schools. To restore the unendowed-academy system it will be necessary not only to abolish free High Schools but also free Grammar Schools. It is folly to think that these results can be brought about in view of the deep hold free-school education has upon the mass of the people. Those persons who think they can secure the votes of the poor in favor of abolishing free High Schools on the ground that they benefit only the rich, are greatly mistaken. The poor know that these schools are sustained by taxation on property and not on a want of property, and hence can be no burden upon them, and furthermore that many boys and girls reach the High School from families who do not pay a dollar of tax, or from families whose school tax is considerably below what the tuition of their children would be in private schools or academies. If the free High School should be abolished hundreds of thousands of boys and girls now enjoying High-School privileges would not be in school at all. Really we believe the High-School question does not need discussion. The vast majority of people pay little or no attention to the small, but in some places noisy, minority that opposes High Schools. When, however, the opposition of this minority provokes a reply it is not strange to have such reply come in words like the following, found in a recent issue of the Salem Republican, edited by the Hon. J. K. Rukenbrod, who has served two terms in each branch of the Ohio General Assembly:

“The High School is emphatically the “laboring man’s college.” It is the heart of the public-school system. Only people without brains attack it. They do it for political purposes. They hope to deceive laboring men into the belief that they do not need as good education for their children as the more wealthy, who can send their children away to college.”

—THERE are two insidious plans that may be adopted to undermine free High Schools. One is to lower their standard and thus drive away those pupils that give character to them, and the other is to make the election of studies so wide as to increase their cost to an unwarrantable extent and thus create opposition.

• NOTES—NOT BY THE WAY.

Dr.—Since the plan for visiting the several counties, and endeavoring to interest on the subject of a "State Normal School," has been temporarily interrupted by sickness and other causes, it seems that a word of explanation is especially since many invitations tendered by the teachers cannot be accepted. We wish it distinctly understood, however, that the proposed plan, with a hope of its ultimate success, are by no means given up; on the contrary, the encouragements are greater than ever before. This thing is sure to come. It only needs persistent work and wise management. We have the great need of help in these respects. We know there are wisdom enough in the State to bring about this thing, if they were marshalled together as to give the greatest expression to them. But this thing will never come if we are sitting still, and "waiting," Micawber-like, "for something to

be not wanted, however, for words of encouragement from sources of wisdom and ability. But what we want most is work, co-operative work that is willing to risk something; work that is willing to wait; work that is itself on faith in the right, and in the intelligence of the people. We need this.

We also lacked means for defraying expenses. This has been one of the hindrances, as we have no time for realizing any thing from the liberal friends, editors, and publishers of educational periodicals. But the expressions of sympathy and co-operation from these and other sources, more than compensated for this hindrance. These friends, I know, will make use of some of their words here; for they help the cause. They are all.

The editor of the New-England Journal of Education says, "We need Educational Missionaries; and you have a special fitness for this work." At the same time he says, "You are in a good cause; go ahead, and we will help you." Another says, "Your labor is very significant, and the reward is sure."

The editor of the "Educational Weekly" says, "Am glad to be advised of the work you have undertaken. May God prosper you in it! I will give you my backing." (And he has.) The Pennsylvania State Superintendent of Education says, "My sympathies are with you entirely." [See also editorial in the Pennsylvania School Journal for March, '78.] The Publisher of "Weekly" says, "I struck out boldly, and I can sniff success in the air." The New-England Journal of Education says, among other good and encouraging things, "The movement is toward a *State Normal School*. We wonder that public sentiment has not been so strongly that way before. . . . A good Normal School is an immense asset to any other educational force." The Educational Weekly says, "A canvass in the interests of Normal Schools has been undertaken. . . . If the movement of this movement is commensurate with its merits, Ohio will soon be the time by establishing a great *Training School* for teachers, that shall be the envy of other States, blessed with abundant means, and yet measurably deficient in the way of the grand opportunities." What can be more significant than this? It sounds like a prophecy; and yet it is only what may be regarded the inevitable result of the movement."

These opinions, etc., are quoted to show that this movement has friends in every part of the State as well as in it; and coming as they do, from disinterested parties, their weight should have all the more weight.

Dr. P. Wickersham, the able and time-honored State Superintendent of Education in Pennsylvania, in a brief editorial on this subject, in the Pennsylvania School Journal, administers a severe, but merited rebuke to the tardiness of Ohio Educational men. It is a *fact*, we have not waked up for this thing as we ought. We have suffered local interests and private measures to crowd out our energies. We have been afraid—afraid of our own shadows—afraid of the position, which should only stimulate us to renewed and greater effort. We have had too much to look after in the way of securing our own good positions. We have had education have their feet on the necks of some of our best men; and we have had all they can do to manage these local affairs; and hence, as Dr. Mayo

says, the State is deprived the services of some of our ablest educators. *That is not so to be.*

But now that the matter is brought distinctly before our people, in the form of a "Memorial" to our present legislature, there would seem to be no excuse for holding back. Granted that we obtain nothing the first time—and our present legislature there seems to be no immediate prospect—still the matter must be canvassed with the people first; and when *they* move, the legislature is obliged to give heed. All reforms commence with the people, whose unredressed, sound a death knell to legislative popularity.

It may be, however, that there are those who have no faith in the measure in the men or means employed. They are ready to say, "Can any good come out of Nazareth?" Others again, seeing, doubtless, the destruction of "craft," in this measure, are ready, Demetrius-like, to cry out with others, "Great is the Goddess"—we worship! But neither should this discourage us for so evil spirits always do, when about to be exorcised. We are not excused from labor because of opposition, or because things are not just what we would like. Right is right, let it come from what direction it may; and it argues a little for a man to stand off and not aid a good thing because it did not have its origin with him.

We therefore call upon all educators in Ohio to throw aside local and personal differences, and to give what aid they can to this measure; for, let it be accomplished among the unfulfilled prophecies, *this thing must come to pass.* JOHN C.

—THE Dayton School Report for the year ending August 31, 1881, is a fine volume of 275 pages. Dr. John Hancock in his report discusses among others the topics "Overwork of Pupils," "Ventilation," "Physical Training," and "Industrial Education." One of the topics discussed by the President, Ebenezer M. Thresher, is the Superintendent. In this discussion we were struck with the following sentence:—"Experience has also shown that the influence of the superintendent is unopposed against extravagant and useless expenditure, resulting, when heard by the Board, in a saving of more than the amount of his salary." We would add that we firmly believe that if the office of superintendent were abolished in the cities and towns of Ohio that the schools would cost more than they do now.

—THE following is what the Hon. J. P. Wickersham says in the number of the Pennsylvania School Journal in reference to Mr. C. C. Smith's efforts to establish a State Normal School in Ohio. We hope the time will come when Ohio will have a more normal Normal School than now in any State of the Union.

"The State of Ohio, so well advanced educationally in other respects, has lagged behind in Normal Schools. Her teachers and school officers have been *talking* in favor of establishing them for the last twenty years, but, so far as we have observed, there has been no *fighting* done on this ground. An enemy like that which stands in the way of establishing Normal Schools cannot be frightened by mere skirmishing or firing of blank cartridges. Cannon balls, and bayonets, with stout hearts behind them, must be used to win a victory here. We are glad to see that at least one Buckeye teacher appreciates the strength and courage of the foe to be encountered and is making ready for the struggle. Prof. John Ogden, a teacher, a soldier, now a teacher again, has determined that Ohio must have a Normal School, and means to fight it out on that line until victory crowns his efforts. We will give him a bugle blast, and if we were an Ohioan, as we are a Pennsylvanian, we would follow him to his ranks and either triumph with him or die by his side. But our sister State is noted for brave men; let them show their metal now, and unitedly determine that Ohio shall have a Normal School."

THE Report of the National Commissioner of Education for the 1875-6 is before us. It is a document of 1155 pages. It is impossible, in a brief space, to give an adequate idea of the varied contents of this report. We wish it could be placed in the hands of every spirited student in the country. The pages from 475 to 497 are devoted to special reports; the first by Dr. F. A. March, on the Study of Anglo-Saxon, the second by Dr. Jas. R. Boise, on the Pronunciation of Greek in this Country, and the third by W. G. Richardson, on Latin Pronunciation. Prof. Richardson declares, "There is nowhere in the world so much of this study [of Anglo-Saxon] as in America." This remark is as flattering as it is correct. In twenty-three of the principal colleges of our country there is more or less reading of Anglo-Saxon. Prof. Corson, of Cornell University, author of the "Handbook of Anglo-Saxon and Early English," has made the study as recently as 1868, when at St. John's College as Professor of Greek and English Literature. He had in 1875 in his class at Cornell, 100 students, 10 being ladies. He said in reference to this class, "The students do the best." We shall probably at some future time refer to Prof. Richardson's article on Latin Pronunciation. The Commissioner's report under date of November, 1876, as follows:

"The year has been one of special historical activity in connection with education. It has been done to record the lessons of the past for the use of the future. The continued depression in business has not only induced economy more and more in all matters of education, but has sometimes caused reductions which have been injurious to efficiency. Great and widespread necessities have led, here and there, to the most serious questioning of various phases of the systems of public instruction. Wealth has clamored against being taxed for the education of the sons of the poor, while the evils of ignorance have illustrated anew its incompatibility with a system of government. The profits of capital have decreased, and the idle labor has increased, adding, it is true, no new bonds of mutual attachment, but resulting in no general explosion. Verily we may congratulate ourselves that the past century of the Republic has closed unmarred by those bloody conflicts which have torn the representatives of capital and labor that have so often occurred under the various forms of monarchical government."

As it had been written a year later and our Centennial year had been instead of 1876, Commissioner Eaton would, in view of the scenes of the year 1877, have been unable to have written truthfully the last two sentences. It is hoped, notwithstanding the outbreak in the first year of the second century, that the like may not again occur within the century. It is, however, to be hoped that the spread of knowledge among the

THE March number of this Monthly has been highly commended in private letters as well as publicly. The following is what the *Chicago Tribune* says about it:—

"The March number of the *Ohio Educational Monthly* contains much interesting material. Its reports of meetings of various teachers' associations show that Ohio teachers are determined not to sit down in a spirit of contentment with the present state of our schools, but are resolved to keep as wide awake as the enemies of the public school system. An excellent article upon 'The Ventilation and Heating of School Buildings' is really worth reading and observing. This can be said of very little of the material upon this subject."

—THE following is from the Herald and Tribune, of Jonesboro Tennessee, March 14, 1878.

"*The Ohio Educational Monthly* for March is on our table. It is one of the Educational Monthlies published in the United States. It is ably edited, and an invaluable help to any teacher; in fact every teacher needs it."

—WE have received the Report of the Superintendent of the Public Schools of Circleville, Ohio, for the four school years ending August 1877. This report includes the History of the Schools and the Manual of the Course of Study. The whole makes a pamphlet of nearly 100 pages. John Lynch, the first Superintendent of the Schools served ten years from 1852 to 1862; he was succeeded by the Hon. H. H. Barney who served seven years or to 1869; Mr. Barney was succeeded in January 1869 by Hon. C. S. Smart who served until February 1875, when he was succeeded by M. H. Lewis the present incumbent. Circleville has had but four Superintendents in all in twenty-six years. If it had been as enterprising as some Ohio towns it might have had from 13 to 26 within the same time. One of the most marked things in this quadrennial report is the decrease in the cases of tardiness although the attendance has increased. There were 4030 cases in 1873-4 and 1250 in 1876-7.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—AT Wittenberg College, Ohio, girls are now admitted.

—THE State Oratorical Contest will be held in Tiffin, April 9th.

—THE schools of Sidney are said to be doing well under the management of Van B. Baker.

—THERE are 2500 pupils in New Orleans that are without school books. So says Superintendent Rogers.

—THE Cleveland Board of Education has a member who seems a matter of principle to oppose every thing a majority of the Board favor.

—THE Literary Casket is a semi-monthly published at Ada, Ohio, for the interest of the N. W. O. S., by Millar and Rutledge. Price \$1.00 a year.

—THE address of the Hon. J. J. Burns at the Butler-County Teachers Association on March 9, is highly spoken of by the Butler-County Democrat.

The Dayton Daily Journal of March 4, contained an address delivered by Capt. Morgan Wood to the Dayton Normal School. It was full of advice.

An article on the Cultivation of the Memory published in this paper a short time ago has been copied by the Journal of Education, in Quebec.

The County Examiners of Shelby County, Ohio, have announced that the standard of proficiency for next year will be raised. Teachers must not forget this.

The January issue of the Archivio Di Pedagogia, edited by Emanuele, at Palermo, Italy, appears in mourning on account of the death of Vittorio Emanuele."

The Indiana State Oratorical Contest held in Crawfordsville, Ind., of the State University, took the first prize, and A. O. — of Wabash College, the second.

The Canada School Journal for March says, "It is cheering to find, notwithstanding the hard times, the salaries of teachers in Canada, in many cases, steadily improving year by year."

Any person by paying ten dollars may be admitted to the Harvard Extension School at Cincinnati, June 27, 28, and 29, if he does not intend to continue. If successful he will receive a certificate to that effect.

Fifty-nine delegates were present at the Southern Educational Convention held in Atlanta some time ago. These were from Georgia, Tennessee, South Carolina, Florida, Louisiana, West Virginia, Missouri, and District of Columbia.

Any admitted candidate to Harvard College is required to furnish a four-hundred-dollar bond, executed by two bondsmen, one a citizen of Massachusetts, as a security for the payment of expenses. A deposit of money will answer instead of the bond.

The Western" now appears as a bi-monthly at \$3.00 a year instead of \$2.00 as heretofore. The Jan.-Feb. No. contains 107 pages. We have recently spoken of the ability displayed in this periodical. G. I. — have become the publishers, but H. H. Morgan continues in the editorial chair. Long may he occupy it.

The Second Session of the "New-Lisbon Normal School" is about to begin July 22, and continue five weeks. The instructors are C. C. Davidson, of New Lisbon, G. W. Snyder, of St. Paris, and J. M. Barton, of Alliance; and the lecturers the Hon. J. J. Burns, and H. Elder and R. M. Freshwater. Tuition for the course \$5.

The 'two-WEEKS' Institute will be held in Sidney, Ohio, beginning July 1. Wm. Hoover, Van B. Baker, C. F. Ginn, and W. H. McFarland will be the instructors. This Institute is to be preceded by a Normal School lasting four weeks, beginning July 15. It is to be under the management of Messrs. Baker and McFarland.

The Hamilton-County Teachers' Association held its last session in March, March 9. Prof. R. B. Warder lectured on the Pendulum;

W. H. Venable read a Poem entitled "The West," and A. B. J. read a paper on "The Comparative value of Studies." Mrs. M. M. gave select readings, and music preceded and followed each exercise. The Executive Committee, L. A. Knight, J. H. Ferris, and Mrs. M. Doran.

—IN our list of Educational Journals published in the December Monthly, we omitted the West Virginia Educational Journal edited by Dr. J. G. Blair, of Fairmont. We did so because we supposed the Journal had ceased to be published, not having received a number for several months. About a month ago we received the October, the November and the December numbers, the last two being enclosed in one cover. These were the last numbers of volume fifth.

—THE enrolment in February in the Public Schools of Findlay was only one less than 800. There were 163 cases of tardiness. The enrolment in the High School seems to be rather small, being only 100. There are other High Schools in the State with more than double the enrolment in towns in which the aggregate enrolment in the schools is less. The Findlay schools are, however, said to be prospering. J. Zeller is the Superintendent.

—THE number of pupils registered within this school year ended February 22, in Circleville, Ohio, was 1261. The average daily attendance for February was only three fewer than 1000. The cases of tardiness were only 104. There are 72 pupils over 16 years of age in the schools. There were within the month 48 visits of parents and friends. Lewis may well congratulate himself on the excellent showing in his monthly report. Twenty-two out of the twenty-eight teachers of Circleville are subscribers to the Monthly.

—"THE Hancock-County Teachers' Quarterly Institute was held at Vanlue, February 9, 1878. Miss Etta Robison read a paper on Teachers and Teaching. Instruction was given in Mental Arithmetic by W. Weigel. Miss Mary Redick then gave a short talk on Primary Instruction. This was followed by an interesting essay on the Metric System by W. T. Platt. Mr. A. G. Crouse then presented the subject of Grammar, dwelling principally on the mapping of sentences. Mr. J. W. Zell took up the subject of Spelling which concluded the programme for the day. There were present about 80 persons."

—THE difference between Boston and Chicago in the matter of school education is remarkable. Although Chicago claims a population of more than Boston, there are 11,000 more children belonging on an average to the Public Schools of Boston than to those of Chicago. Boston has 1256 teachers to Chicago's 730. The salaries paid to the Boston teachers amount to \$1,211,796, while those in Chicago amount only to \$400,000. The total Public-School expenditures of Boston amount to \$1,800,000, while in Chicago they amount to only \$604,073.

—THE Hon. Daniel Worley, of Canton, has introduced a bill (No. 323) into the Ohio House of Representatives amending Sec. 93 of the School Law so as to add the metrical system of weights and measures.

States History to the subjects in which all teachers shall be ed. We endorse this amendment in full without committing us to the doctrine that United-States History should be a school. It is plain that every teacher should have a knowledge of the of our country whether required to teach classes in it or not.

THE following is the programme of an Institute held in West Cairo, county, Ohio, on the 8th and 9th of March, 1878:—How and when Grammar, C. L. Ward; The Pronoun, P. R. Baily; Ratio and on, J. Williams; Decimals, J. W. Kilgore; The Verb, J. P. Baily; of the English Sentence, S. C. Patterson; "Morals in School," uested; Physical Science in Common Schools, J. E. Baker; Physical hy. Prof. M. J. Ewing, of Ada; School Management, Prof. O. P. of Lebanon. There was a good meeting, and it was said more and profitable work was done than is usually accomplished at ces."

CIRCULAR entitled "The Dismantling of Colored Schools—Im-Endowment of a State University at their Expense" has been n Kentucky by the Hon. H. A. M. Henderson. Although Mr. on was a confederate general in the late war and hence may be d to have been strongly tinctured with pro-slavery notions, he has l sense to know that in the changed order of things the colored are entitled to school privileges equal to those now enjoyed by e children. Although on account of the difference in the property the two races, which by Kentucky law is the basis of distribution o classes of children, the colored children are at a disadvantage,. Henderson hopes when the National Government shall make an nual grant to Kentucky it shall first be used to make the allowance colored child the same as that to each white child. Mr. Hender- ttle is a battle for the eternal fitness of things. May he be ul.

UNITED and persistent effort will accomplish wonders. Some months rganization, having for its object the promotion among Catholic feelings of devotion towards the Pope as head of the Catholic was begun, and now numbers 30,000 young folk throughout the States and Canada. It was formed under the title of the PRO-AMERICAN CATHOLIC YOUNG FOLK, with the Rev. Thomas Scully, of geport, Editor of *Our Young Folk's Magazine*, as spiritual director, te recently was formally approved at Rome, the Archbishop of being notified to that effect. When the new Pope was elected it ded to continue the organization under the same title, and the g dispatch was sent by cable, to which the reply given below was-

BOSTON, MASS., U. S. A., Feb. 23, 1878.

II., PAPA, ROMA:—Thirty thousand Pio Nono American Catholic Young te you. "Tu es Petrus," and beg the Apostolic benediction.

THOS. SCULLY, Priest and Director.

ROME, Feb. 24, 1878.

. THOMAS SCULLY:—The Holy Father is thankful to the Pio Nono Ameri-olic Young Folk, and most affectionately blesses them.

MGR. LASAGNI, Secretary of State.

—THE Butler-County Teachers' Association met in Hamilton, M.
 9. The following was the programme of exercises as carried out:—A
 metic, T. A. Pollok; The Metric System, Thos. M. Dill; Chorus—"Vic-
 toria! Victoria!"—from "Fra Diavolo," Teachers' Choir; Par
 Duties, R. M. Mitchell: A Retrospect, J. H. Lowe; Country Sch
 W. E. Jeffreys; Chorus—"Night's Shade No Longer,"—Rossini—Teac
 Choir; Violin solo—Variations from Spohr, Master Harry Blum;
 Present, Chas. L. Loos; Chorus "Victoria! Victoria!"—from Freysch
 Teachers' Choir; The Teachers' Qualifications, Prof. B. F. Marsh; Quar
 —"Oft when Night," Messrs. Walter Aiken, Theodore Meyder, A
 Schmidt, and Jas. W. Overpeck; Humorous discourses on Music,
 J. Beauchamp; The Schoolmaster's English, the Hon. J. J. Burns; V
 solo—"Dare I tell"—Wommerstedt, Lida Buckingham. Three hun
 persons present. From the reports of the meetings of the Butler-Co
 Teachers' Association which we have been reading for the last tw
 three years, we have come to the conclusion that these meetings are the
 elaborate and most enthusiastic county meetings held in the State. V
 a contrast with the time when scarcely a single applicant for the pos
 of teacher was rejected by the then inefficient Butler-County Boar
 Examiners.

—THE following questions have been recently sent in a printed
 to different school superintendents by Jas. R. Conner, Superintende
 the Public Schools of Georgetown, Ohio:—

1. Should examination be the sole test for promotion?
2. How
- do you hold examinations?
3. What is your standard per cent in e
- ination for promotion?
4. Do you offer prizes as a reward for excelle
5. Are you in favor of School Exhibitions?
6. In spelling, do your p
- pronounce the syllables? e. g. (Goold Brown Gram. of Gram., p.
7. How often do you have rhetorical exercises?
8. Is drawing taug
- your Schools?
9. At recess, do you permit the sexes to play toget
10. While school is in session, do you, *as a rule*, permit your pup
- get lessons together?
11. Do you inflict corporal punishment wit
- first notifying the parent or guardian?
12. What is your voice in
- employment of your assistant teachers?
13. What liberty do you
- your assistants after the ringing of the first bell and at the rece
14. In beginning each half-day session, with what instrument do you
- the attention of your pupils?
15. Do you admit pupils to the s
- building prior to the ringing of the first bell?
16. Do you ever i
- study as a punishment?
17. Taking the readers as a basis, when sh
- a pupil begin penmanship? grammar? (general sense) and arithm
- (general sense).
18. Taking the readers as a basis, when should
- pupil use a text-book in grammar? arithmetic? geography?
- 19.
- often do you hold Teachers' Meeting? What is the object?
- 20.
- often do you report to the parent or guardian the progress, etc., o
- pupil?
21. Do you require a written or verbal excuse from the pare
- guardian for all absence on the part of the pupil?
22. Geographi
- when does your jurisdiction over the pupils cease?

PERSONAL

SHORT has been elected to the Chair of English Literature in Wesleyan University.

KIDDLE, Superintendent of the Public Schools of New-York, receives a salary of \$5,500.

HUNTER, President of the Normal College of the City of New-York, receives a salary of \$6,450.

S. WEBB, President of the City College of New York, receives a salary of \$8,750, \$3000 of which go to pay house rent.

Dr. Alonzo Abernethy resigned some time ago the Presidency of the University, and the Rev. Galusha Anderson was elected in his place.

WELD, author of Weld's English Grammar, who graduated at Yale in 1834, is now living in retirement in Wisconsin. His home is at Beaver Falls.

Dr. W. C. Whitford, the new State Superintendent of Wisconsin, has published his introductory editorial in the January issue of the *School Journal*.

Dr. Wm. H. Ruffner was reelected Superintendent of Public Instruction in Virginia by the Legislature, January 23. He has already been in the office eight years.

Dr. James H. Smart has received the Democratic nomination for Superintendent of Public Instruction in Indiana. He is the only man in the party could nominate. He is now serving his second term.

O. VAILE, of Cincinnati, can be engaged to do institute work during his vacation. He will make a specialty of the subject of elocution, not only as an elocutionary exercise, but particularly as to the method of getting at the ideas of an author from the printed page. He has many valuable suggestions to offer. Mr. Vaile's articles on elocution in the *Ohio Educational Monthly* and the *Popular Science Monthly*, about two years ago, attracted considerable attention, and were discussed extensively by the press. In institutes Mr. Vaile will also discuss subjects as circumstances may require.

BOOK NOTICES.

BOOK-KEEPING, Single and Double Entry. By Prof. A. B. A. M., Ph. D., Principal of the New Hampton Literary Institute, New Hampton, N. H. Boston: Published by Thompson, Brown and Hawley Streets. Pages 156. Wholesale price, 80 cts., introduction, 67 cts., and exchange price, 50 cts.

Every attempt to introduce book-keeping into common schools has hitherto failed. Two reasons have been assigned for these facts, one the incompetency of teachers, and the other the want of suitable text-books. To remove the first of these obstacles it has been suggested that no teacher should be allowed to teach without passing a satisfactory

examination in book-keeping. To remove the second obstacle Meservey has prepared this work which he claims "is easy enough to be comprehended, and hard enough to require study."

THE ACCOUNTANT. For Public Schools and Academies. By M. R. M. A., author of "The Complete Accountant." A. S. Barnes & Co., New York and Chicago. 1878. Pages 155. Sent by mail price, receipt of \$1.25.

This is a valuable little work for those desiring to learn the principles of book-keeping. The first thirty-six pages are preliminary giving directions for debiting, crediting, posting, closing, etc. The next pages contain practical exercises. These are followed by descriptive Cash Book, Invoice Book, Sales Book, Bill Books, Journal and Next follow Transactions, Inventories, Balance Sheets, Proof Simple Entry Book-Keeping, Commercial Calculations, and Commercial Law.

HARVARD EXAMINATION PAPERS. Collected and arranged by R. F. Tilton, A. M., Master Melrose High School. Seventh Edition. H. Ginn and Heath. 1878. Pages 412.

This book contains a complete set of the Examination Papers for examining candidates for admission to Harvard University from September, 1877, inclusive. Such a work is just what students intending to enter Harvard University or any of the first-class Universities of this country want. The questions are on History and Geography, Modern Physical Geography, Greek Composition, Greek Grammar, Greek Literature, Greek Poetry, Latin Composition, Latin Grammar, Latin, French, German, Arithmetic, Algebra, Advanced Algebra, Plane Geometry, Trigonometry, Analytic Geometry, Logarithms and Trigonometry, Chemistry and Physics, Physics and Astronomy, Mechanics, Botany, History and Geography, English Composition, Plane Trigonometry. An appendix contains the requisites for admission to Harvard College.

OUR NATIONAL SYSTEM OF EDUCATION. An Essay. By John C. Henderson, Jr., New York. For sale by Dodd, Mead, and Company, 721 Broadway. Cloth, pages 136.

Educators are at the present time much interested in the historical connections of our educational history. This essay with its 14 appendices and map of illiteracy furnishes a convenient book of reference and is accompanied by a good index. We do not know who this Mr. Henderson is, but the reader must be careful not to confound him with the A. M. Henderson of Kentucky.

TOPICS FOR THE USE OF TEACHERS, to accompany Higginson's Young Folks' History of the United States. Boston: Lee & Shepard. 1878.

QUESTIONS ON Higginson's Young Folks' History of the United States For the Use of Teachers.

These are two little brochures, the first of 20 pages, and the second of 35 pages. They will be found suggestive to teachers of history who do not use Higginson's Young Folks' History.

THE WORLD'S FAIR, Philadelphia, 1876. A Critical Account by A. Walker, Chief of the Bureau of Awards. New York, Chicago, and New Orleans. A. S. Barnes & Co., 1878. Octavo, cloth, pages, 68. Sent by mail 75 cts.

Every teacher ought to have an intelligent idea of the organization and achievements of the great Centennial Exhibition which surpassed all preceding Expositions of an international character. Mr. Walker, a competent authority, has put in a compact form an historical résumé of the organization and administration and display of this great World's Fair. This little book contains a fund of information not easily accessible to the inquirer in any other form. The three papers which comprise the book originally appeared in the *International Review*.

PROGRAMME

OF THE

WENTY-NINTH ANNUAL MEETING

OF THE

TEACHERS' ASSOCIATION,

TO BE HELD

JULY 2d, 3d, and 4th, 1878

AT PUT-IN-BAY.

SUPERINTENDENTS' MEETING.

TUESDAY, JULY 2, 9 A. M.

Address, by Geo. W. Walker, Superintendent of the Public Schools of Lima.

Session to be opened by H. H. Wright, Superintendent of the Public Schools of Defiance.

Studies shall be required below the High School," by Dr. John W. Wright, Superintendent of the Public Schools of Dayton.

Session to be opened by A. T. Wiles, Superintendent of the Public Schools of Zanesville.

2 P. M.

High-School Diploma, a Voucher for What?" C. R. Stuntz, of the Cleveland High School, Cincinnati.

Session to be opened by A. R. Rowe of Steubenville.

Planning a High-School Course of Study." E. M. Avery, Principal of the Cleveland High School.

Session to be opened by H. P. Ufford, Principal of the Chillicothe High School.

GENERAL ASSOCIATION.

WEDNESDAY, JULY 3, 9 A. M.

Inaugural Address by T. C. Mendenhall, Professor of Physics
Ohio Agricultural and Mechanical College, Columbus.

"Our Public-School System," by Wm. Richardson, Superintendent
the Public Schools of Chillicothe.

Discussion to be opened by W. J. White, Superintendent of the
Schools of Springfield.

2 P. M.

"Kindergarten Instruction" by Miss M. H. Ross, Columbus.

Discussion to be opened by J. C. Hartzler, Sup't of the Public
of Newark.

"Powers, Duties, and Responsibilities of County Examiners"
Hon. J. J. Burns, State Commissioner of Common Schools.

Discussion to be opened by M. H. Lewis, Sup't of the Public Schools
Circleville.

THURSDAY, JULY 4, 9 A. M.

"Reading" by Mrs. Rebecca D. Rickoff, Cleveland.

Discussion to be opened by W. R. Wean, Sup't of the Public Schools
Wellington.

Annual Address by Dr. Chas. H. Payne, President of the Ohio Wesleyan
University, Delaware.

2 P. M.

"How to improve the Common Schools" by Dr. H. S. Scott, President
of Ohio University, Athens.

Discussion to be opened by Reuben McMillan, Youngstown.

Reports of Committees and Election of Officers.

The Hotels will entertain at \$2 a day those holding membership

THE EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

MAY, 1878.

ies, Vol. XXVII, No. 5.

Third Series, Vol. III, No. 5.

THE PRACTICAL TEACHER.

(Concluded.)

practical teacher should seek to understand fully his
and its capabilities.
e all fond of new scenes, and enjoy new acquaintances.
ve all other acquaintances a man forms, he should
acquainted with himself. If there is no other way to
ish this, get some familiar friend to introduce you. It
tainly be a deed of kindness. A learned poet said: "The
study of mankind is man." But wiser counsel is given

"This above all, to thine own self be true,
And it must follow as the night the day
Thou canst not be false then to any man."

ue to yourself. The teacher is true to himself, who
o know himself. He should study his own personal
He should be a gentleman. I use the word in its
sense.

ot refer to the man of ratan canes or patent-leather. I
e candid, open-hearted, open-handed, square man whose
is untarnished, whose character is irreproachable. I
m who lives with such rigid adherence to principle that

his pupils would rather dispute against the sun than to question his integrity.

The teacher is taken as a model by his pupils, and he should have only those attractions about him which it will be profitable for his pupils to emulate and to copy. For they do copy him in all the prominent elements in his nature, and especially in those which are oftenest in sight.

Some one has fitly said: "*The teacher is the school in miniature.*" Pupils learn quite as much from example as from the text-book. This is particularly true in the first years, when the mind is in a plastic, formative condition, easily wrought upon and susceptible of any kind of impression.

Many persons have no higher idea of teaching than a hurried routine of class duties.

Now it is as much our business to teach the pupils good manners, as it is to teach good grammar. It is as much our duty to look after our pupils' morals, as it is to train their minds. We should teach our pupils to be gentlemen, and ladies. We should allow no opportunity to pass where a moral lesson can be impressed. We should teach them, not to resist servile threats and cruel taunts to obey, only to avoid punishment, but we must aid them by many little attentions on their part, to attain for themselves, higher motives and nobler principles. He is the strongest teacher who holds his pupils by the bonds of confidence and esteem.

That class of school work has the least shoddy in it, in which the pupils are rendered obedient to properly-constituted authority by their respect for the teacher and his wishes. Obedience to law is learned by children very early. The best of citizenship is taught in the school-room. On the contrary by the neglect of these principles on the part of the teacher many a student for a felon's cell is begun in a badly-taught school.

Very much depends upon our own personal habits. In the first place no immoral teacher ought to be employed in school work. And I want to be understood to utter this without making any exception or mental reservation. I stand ready to censure most severely, any board of education, or trustees who knowingly place in the school-room, a teacher known to be immoral in any sense, no matter what his other qualifications may be.

The rule is, fellow-teachers, that one's school becomes much like himself. And we may always safely conclude

cher has self-control, frugality, good manners, patience, temperance, etc., his pupils will copy these qualities. Neatly attired, tasteful in his appearance, and courteous manners, they are more likely to be so. In fact, if the teacher has a good heart, and a pure mind, he will exert a beneficial influence upon all who come in contact with him.

The teacher should make a close and careful study of his pupils. He should ascertain his weak points and fortify them. He should ascertain his strong points, if he is so fortunate as to possess any, so that he can draw from his reserve without expending them.

Teachers often make mistakes which ought to have been avoided. They sometimes underrate their ability and become timid in dealing with the class. Anxious to please every one, and dodge the gossip of Madam Rumor, who generally knows more of the school than they know of it themselves, they are shorn of independence and decision of character. An unsettled mind is promptly disclosed by the hungry devotees of mischief and dissension. School children soon discover it and those who are for good are very much disabled. Take a safe

Do what your own conscience and sense of duty clearly indicate to be right, and leave results to take care of themselves!

Teachers should study our mental operations in order to impart them intelligently. Try if possible to take the place of the learner. Do not forget how you learned to read, to spell, or to write. You recall the general fact that you did learn these things without the mental processes involved are nearly all forgotten. Do not soon forget what our difficulties were when we were first learning.

Try to recall your own childhood. "A fellow-feeling of a wondrous kind." A few things brought up from the memories of early school life will be very fruitful in suggesting our present responsible work.

Teachers may be busy rummaging in the old garret, and some people's classrooms are lumber rooms rather than store houses, you may find anything, make still another test. Take up a new and difficult one. Try to learn a new language whose alphabet is entirely different from your own. And in this way you may learn something of the philosophy of the child's mind. As you make slow progress in the new study, watch, under the most scrupulous scrutiny, every step in the mental process, "from ignorance to vague apprehensions, clear comprehensions, to definite knowledge, absolute mastery." You will learn, among

many other valuable things taught by this labor, that the beginnings of knowledge are always misty, and that it is only by holding up the shadowy image before the mental gaze that we get out of the mist into the sunlight; you will not fail to discern that, with all our culture and matured habits of study, very much that we now learn comes to us in the same way.

It will be apparent to you that patience and kindliness lie at the foundation of all right instruction and solid learning, and you will acquire such a sympathy with your fellow-learners as will carry them and you over many a rough place.

"A young teacher had spent the early morning hours trying to read a paragraph in Demosthenes on the Crown, and finally was obliged to leave it yet untangled in order to be at school in time. During that day a friend visited his school and found him patiently trying to teach the multiplication table to a very dull pupil. Both the teacher and the pupil were doing their best. After fifteen minutes hard struggle the teacher gave it up and good humoredly turned to the next.

The guest wondered at such exercise of patience. The teacher related his experience with the lesson in the morning and said, "perhaps, sir, the lesson for the boy was as hard as the Greek was for me." If every teacher would take advantage of a like philosophy of events, he would cultivate the grace of patience which would contribute greatly to his success.

To be skilful in school work, we must study the habits of children out of school. Women are thought to be better adapted to primary schools than men. They are thought to have a greater amount of patience, sympathy, tact, and kindness.

It may not be so much on account of these, as that the home life has made them better acquainted with the ways of children. To know children well we must study them out of school. It is said, no one can study Botany to advantage from a flower garden, for the most beautiful flowers there are botanical monstrosities. They are unnatural products. Children are likely to be unnatural at school. The teacher sees but little of the real child nature in school. Most of the specimens we work upon are educational monstrosities, and unnatural products. There is an agency of some sort, and I shall not attempt to explain it,—there seems to be an influence in some schools which changes the nature and habits of children. It turns brightness into dulness, it changes curiosity into morbid

ence, and restless energy into almost fatal inactivity." The teacher has discovered this. The vigorous and hopeful wield the bat or run in balls with wondrous dexterity on the playground, who an hour later gazes at the task before him with prison-like meditation and dislike. A boy will learn a complicated game in a half hour, and sit in puzzled inactivity over a problem, if permitted, for a half day. A girl writes a respectable four-page letter to a friend without giving it trouble, cannot write a composition of twenty lines without borrowing. Learn all you can of children at home and on the streets. It is only by studying the natures and temperaments of children *out* of school that we are able to induce them to do their best in school. The process is essentially the same in all ages and grades.

A recapitulation of the arguments we have attempted affords the following summary:

The teacher must be able to anticipate the child's future; he must be most thoroughly interested in the intellectual progress of every boy and girl enrolled; he must have an intelligent conception of what is meant by training; he must not be regardless of the fact that the mind is not an empty vessel to be filled by any process, but is a living principle which the teacher seeks to grow.

The teacher is the great object of all school work, who does not leave his pupils under his instruction to think clearly, confidently and independently. *Do not skirmish.* Pupils are robbed of the essential and useful drill, by the teacher aimlessly passing away the time of recitation, instead of teaching them the art of telling what they know in well-selected and logical language.

High scholarship is the foundation of every teacher who wishes to succeed. It inspires confidence; it aids school management. The use of good methods is insisted upon. Experience nor practice will make any one a better teacher without the aid of good methods.

The teacher should study himself, and should be able both to guide and by instruction to correct the uncouth and bad habits of children.

A full study of all the faculties of the mind is necessary to direct the teacher's forces to the pupil's various needs and tendencies.

We must study the habits of children out of school in order to learn accurately the child's real nature.

These are some of the endowments, fellow-teachers, which serve to make us practical in school work. But even general principles such as these must fail unless we study carefully their appliances, and make them our own.

Solon, when asked if he had given the Athenians the best laws, replied: "Yes, the best laws the Athenians could have received." The skilful plans of one school may be entirely unfit for another. "Rules, incentives, restraints, rewards, punishments, like the mechanic's tools, are to be invented and used with reference to the particular uses to which they are applied."

Be yourself in your own school. Be a sun to your own pupils. Venture cautiously upon the untried theories and fancies of men who may speak and write well. Be prudent in the selection of such plans as shall be best suited to the local conditions in which you labor, and to the people whom you serve.

Piqua, Ohio.

C. W. BENNETT

THE PROVINCE OF THE COMMON SCHOOL.

It will, I think, be readily conceded that, the primary object of the common school is to fit the mass of children who mature terminate their schooling at 14, or at most 16 years of age, for the duties of citizenship, and give the best possible education for the practical duties of life.

How best to accomplish this result is the educational problem of the times.

Since the safety and peace of the State depend upon a healthy moral influence permeating the hearts and conduct of its citizens, the first thing obviously to be taught is *good morals*. Not the teaching of creeds or catechisms, nor the enforcement of the peculiar dogmas of any sect. But the teaching of a *good life*, viz: obedience to lawful authority, purity, honesty, truthfulness, kindness, and industry, the recognition of the supremacy of duty, and an awe for the sanctions of the moral law, which is the foundation of all morals. The cultivation of gentle and courteous manners and all other excellencies that may tell the honorable way from the cradle to the grave. The moral faculties are the culminating point of the man's whole

A man is what his heart is. Hence the necessity for as well as brain culture.

Second thing to be taught in our common schools is the English language. Not only is language the expression of thought, it is the instrument of thinking also. Recently the more intelligent Japanese have proposed to adopt English language in Japan, on account of a peculiarity of their own language, which in a great measure precludes the possibility of their countrymen ever learning to think by its aid. Neither can American youth intelligently vote for laws of congress, nor intelligently decide upon the social, political, or religious questions of the age, unless they have other instruments of thinking than the colloquial language of their ordinary associations. Citizens of a Republic must be familiar with language in its philosophic and literary forms. Our children must be taught the use of the English language in its best models, until they can read it, write it, speak it as easily and with as little conscious effort as they do in its colloquial form.

Third essential is a perfect familiarity with those simple mathematical processes which are in use in every-day life—the ordinary methods of keeping accounts and taking measurements—without which no business of any kind can be carried on, public or private. By this I mean a knowledge of the practical art of ciphering, the actual use of numbers, rather than a futile attempt to understand the logic of numbers. The prevalent idea is, however, that arithmetic must be understood before it is practiced. As a result of this absurd notion, the art of computation is generally neglected in the schools, and the attempt to develop prematurely the theory. Teachers are supposed to suppose that the text-book is to teach, and their mission is to conduct daily oral examinations on what the text-book has said.

The art of ciphering is to be acquired only by practice, by stating examples. The printed matter in ordinary text-books on arithmetic diverts the child and teacher from the interesting and profitable exercise. Half an hour daily devoted to ciphering under the guidance of a live teacher, and to performing operations after the example of the teacher, would make better accountants and in the end give a clearer knowledge of the science of numbers than two hours a day devoted to studying text-books.

Lastly, the common school must furnish elementary instruction in science and art with reference to their application to industrial pursuits and the common affairs of life. The branches which lie at the foundation of all industrial education are Drawing, Geometry, and Physics. A knowledge of the elements of these branches is now demanded for the children of the masses. "Our whole working power depends on our knowledge of the laws of the world; in other words the properties of things which we have to work with, and to work upon, and to work among." In the primary grade object lessons may be made to serve as an introduction to this knowledge, while in the higher grades the most useful facts and truths in philosophy, chemistry, and natural history, may be taught, not by committing to memory the contents of text-books, but by actual observations and experiments.

Considering the fact that the great majority of the pupils in our public schools are from the working classes, and are destined to get their living in adult life in the industrial occupations, the most important, perhaps, of these branches of industrial education is drawing, as being the most universally useful, both as a means of general culture, and as an instrument of practical utility. It is useful in every department of business and in every calling in life. It is indispensable to the architect, engineer, carpenter, engraver, designer, moulder, draughtsman, machinist, the mechanic, and skilled craftsman in almost every trade. Complete plan-drawing is necessary to a good workman. Scott Russell says:—"Every piece of work a man does must be some other bit of work of some other man's doing, each man must therefore understand the plans of the complete work in which he and his fellows are engaged, and the only way to get this thorough knowledge of plans is to have learned to draw them himself." No matter how well educated a boy may be in reading, writing, arithmetic, grammar, geography, history, etc., he can not become a way-earning individual in industry until he has mastered this universal language, which connects the brain power with the work of the hand in industrial occupations.

Skill in the use of tools and the consequent rate of wages depend largely upon his ability to read and understand the language, and until it is understood all his previous training is of but secondary importance. Until this language is mastered

of our public education the system is not complete for the masses.

Idea is not new nor mere theory. The leading European have been acting upon it for several years, and have obtained results that fully justified the wisdom of the thinking in the elevation of public taste and improvement of industrial arts.

As we as a people make the broadest provision for the industrial education of the working masses, we need not expect our industries developed to their proper extent, and we must content to see the best positions, as at present, filled by foreign artisans.

Our public schools have been tributary to a few vocations. They have fitted men to become lawyers, doctors, merchants, ministers, but they have unfitted men to be masons, carpenters, cabinet-makers, farmers,—in short to fill the ordinary positions of the present age.

What then are the essentials in the common schools. 1st, Good morals; 2d, Good English; 3d, Elementary Mathematics; 4th, Elementary science and art. The school which teaches these well and thoroughly gives a good common-school education. The pupils who have been thoroughly grounded in these fundamentals, will of their own accord acquire all the further knowledge on their abilities or opportunities allow. It is of course necessary that opportunities for further advancement be afforded. They may be in the high school and Technological schools. Statistics show that at least 95% of the children who attend the public school never get beyond the primary and grammar schools. Therefore these fundamentals should find a place in the common school proper.

There are some who say that there is neither time nor room for these industrial studies, that their introduction only increases the high pressure at which our schools are already working. Therefore time must be devoted to reading, writing, spelling, arithmetic, and geography. Time enough is now given, too much indeed, to some branches. It only needs to be more judiciously given. There is an immense waste of time in our schools as generally conducted. Which if properly utilized could give abundant time for these new subjects and more. For example, should a boy whose ordinary vocabulary is 500 or 1000 words, and who will have but little use to him in spelling, be drilled on this barren branch one hour a

day from 6 to 16 until he can spell 100% of picked words? Why should years be spent in memorizing, or learning in any other way the contents of several text-books on geography? Why should pupils be kept at arithmetic until they can solve the most complicated conundrums at sight? In short, why need pupils be kept at work upon a multitude of unimportant things which have no essential value, or connection with the subject, simply because contained within the covers of a prescribed book?

It makes one shudder to think of the trash that scholars have been compelled to learn in connection with the simple subjects of grammar, geography, and arithmetic, not to mention waste from want of system and thoroughness.

Teachers and pupils exhaust time and strength upon a mass of details of little worth, contained in the text-books of a part of the studies proper for the common school, while other matters of great practical utility are comparatively neglected.

Text-books can never take the place of a rational scheme of instruction, which shall be adapted to the capacities and wants of pupils, and from which shall be excluded all unessential details, and which shall at the same time limit requirements in each study to a moderate and reasonable standard. With such a course of study experience has demonstrated that the introduction of natural science, drawing, and music has increased rather than diminished the proficiency of the pupils in arithmetic, geography, and grammar, and made him brighter and more interested in his reading and writing. In one European country the only way in which drawing could be permitted to form a part of the regular studies, was by giving it half the time previously devoted to writing. The result was found to be that the writing was better and the drawing a clear gain. Pupils that are the most interested in drawing and the natural sciences are found to be the best readers, writers, and quickest at figures, while no subjects are so well calculated to enlist attention, give more useful information, train the powers of observation, and cultivate the reasoning faculties.

Pataskala, Ohio, March 23, 1878.

D. R. THOMPSON.

WORD IN THE INTERESTS OF HIGH-SCHOOL GRADUATES.

Our boys and girls graduate from high school there for most of them a period of one, two, or three years, is a severe and usually a damaging trial to them from a standpoint of mental strength and culture. It is a time when the boys do not read anything because they are "expecting something to do soon." They are in no condition to take anything in the line of study or reading that is to be genuine work. The girls do not do any reading worthy of the name, because they "really don't know how to read"; and besides they are "so busy." However, questions as to this or that book, and their calls for advice (they never try to carry out), betray an uneasy con-

They try to quiet it by becoming industrious patrons of a public library, and reading the current set of popular books. They know there is something better for them and more substantial, they know there is a way of reading which is a more profitable exercise of the mental powers than is commanded by the ordinary range of fiction. But, when in school, to step to this higher plane without a helping hand from others; to keep up even the pretense of a substantial life of reading, requires more resolution and perseverance than most of us possess.

The stimulus of competition, or the wholesome pressure of discipline no longer urges us. It is rare that any natural taste or sentiment is so fully developed at that age as to compel us to seek for companionship among the choicest of literature. We are fortunate indeed if the personal example of some teacher or friend inspires us with such a love of an author or of some subject as will allow none of our moments to glide away in idleness, or in mere desultory, aimless reading.

For us who have been through it, or have watched others, this period of transition from the state of pupilage to an unrecognized station as men and women is a period of letting go rather than of toning up in the mental system. It is a time when we suffer ourselves to relax. Unfortunately for many the call or the inclination never comes to enter again the highest estate. For a time after our school days close how common is the compunctious remark: I thought, when I was in school, I never would give up the study of such and such a

subject. But I confess I have not given an hour to it since my last recitation. Thus we condemn ourselves, but have not the strength to do better.

Do we not need a guard to protect us from demoralization and disaster while we are changing front as it were; abandoning the old encampment of school-day motives and stimulants and establishing ourselves upon the new and higher ground of self-discipline and self-culture.

Where can such a Mentor as we need be found? It might be found in a Society for the Encouragement of Home Reading. But a more ready and efficient instrument is in the hands of the school authorities.

What is wanted is a Course of Reading supplementary to the High-School Course of Study;—not too technical or exacting, but yet definite and valuable. It should be a part of the regular course, and have the fullest encouragement of the Board of Education. What books should be prescribed in each community would largely depend upon the condition of its public and private libraries. But the following will serve as an illustration:

“POST-GRADUATE COURSE OF READING.

First Year.

1. Wallace's Russia.
2. Agassiz's Methods of Study in Natural History.
3. Green's Short History of the English People.
4. Trench's Study of Words.
5. Matthew's Getting on in the World.
6. Life of Mary Lyon.
7. Life of Dr. Johnson, Boswell (Condensed).
8. Mrs. Fawcett's Political Economy for Beginners.
9. Greene's Historical View of American Revolution.
10. Tyndall's Glaciers of the Alps.
11. Miller's Footprints of the Creator.
12. Howells's Venetian Life.

Second Year.

1. Huxley's Lay Sermons.
2. Merivale's Rome.
3. Tyndall's Heat as a Mode of Motion.
4. Hamerton's Thoughts about Art.
5. Butler's Analogy of Religion.

mes's Autocrat at Breakfast Table.
kland's Curiosities of Natural History.
on's Hereditary Genius.
Marsh's Man and Nature.
les's Self-Help.
of Dr. Arnold.
yle's Hero Worship.

graduates who purpose to undertake this reading will
ed by the Principal of the High School. At the end
school term the Principal shall enter upon his record
read during the term by each person enrolled. The
faithfulness of those who complete the course will
riately recognized by the Board."

se the success would depend largely upon the interest
s of the High-School teachers and of the citizens of
ce and culture. A few popular lectures might be
during the winter upon some of the books or their
The giving of the diplomas might be made the
not of a Commencement display, but of a reunion of
ni and of an address upon some of the subjects
in the Post-Graduate Course. The teachers of Liter-
ence, and History would always be accessible to their
s to discuss and counsel, and thus form a kind of focus
ver interest might be felt.

High-School pupils were brought up, so to speak, with
tional work always in view, and if they were impressed
advantage to be gained from it, there can be no doubt
a large number of them would undertake and complete
ally if the dignity and importance of the new course
perly recognized by the community.

" says some one, "suppose they should read the books
n the ordinary slip-shod manner. What would it
o? In the first place if our pupils have not acquired
y to read to some purpose when they are on something
t is the fault of our teaching, and should be remedied.
ese books are all inspiriting or eminently suggestive,
awaken thought and reflection, and ennoble character
the soil is not too barren. At all events if read at
l hardly be with that trifling curiosity which is given
ily news column, or to the latest novel.

enty-four profitable and superior books will have been
number of young persons who would have read but

very few of them otherwise. True, they might have read other books as good. But how many graduates who may chance to read this article,—not including those who entered college or some profession immediately—read within two years after receiving diplomas as much substantial literature as is here laid down? or even one quarter of it?

4th. More than all, these young people, while becoming acclimated to their new and independent life, will have kept in actual and considerable exercise their literary and scientific habits and tastes. They will have done something more than usual to give effect to their High-School training. They will have learned how to mingle something of culture and intellect with their every-day duties.

After thus, for two years, having had their own judgment and inclinations re-enforced to such an extent as to accomplish by themselves a good course of reading, it is reasonable to hope that the higher tastes and better judgments by that time will have attained such an ascendancy that the pool of intellectual stagnation or shallowness into which our diplomas too often drop our graduates, will be escaped. Surely, if it is worth while to expend so much upon the mere planting of the seed, it is wise to do what we can to nourish and develop it.

Dayton, Ohio.

E. O. VAILE.

PENMANSHIP.

Writing is of so much practical importance in every position in life, that children should be instructed in it at an early period. Since their future success depends so much on the use of the pen, they should be taught to use it with the greatest ease and facility.

Mental conceptions soon vanish away, frequently leaving the mind much as they found it, unless reduced by the pen to a permanent form. They then become as it were the author's capital, on which he can rely, and of which he can take advantage in making further acquisitions.

We can come to the conclusion, therefore, when we hear many say that they dislike to write so much, that many Milton or Bunyan has been lost to the world in the perverted use of this little instrument; and many a golden thought lost to those who have formed such a dislike for it in early childhood.

is no reason why children should dislike this beautiful thing they should love it; and this they will do if only taught in the right way from the outset. The old adage "Everything depends on getting the right start" is eminently true when applied to penmanship.

The art of writing is indeed a glorious boon to man. It is the living record of man's purest conceptions in terms simple and forever intelligible. It improves taste, refines character and adorns scholarship. We should, therefore, endeavor to place this indispensable acquirement in the forefront of our educational system, by giving it necessary

attention. How is this to be accomplished? Shall we engage special teachers to do the work? most certainly not. In a town of average size we should have to employ a dozen of them; this is too expensive to be practical, besides there are probably thousands of primary teachers in this country, who, after being made subject some especial attention, could teach penmanship to small children better than Spencer could (just as Grant had hundreds of sergeants in his army who could drill a company better than he could).

Special penmen, as *penmen*, are not always required; of course there will be no objection to them, provided they know how to teach; if they lack the teacher's gift they will inevitably fail. The proper way, and in fact the only way, to disseminate a knowledge of this art among the masses, is through the regular teaching in the public schools.

The question may be asked, What should be their qualifications? First, they should possess general ability to teach; secondly, a knowledge of the teachable elements of penmanship; then with the enthusiasm of an earnest teacher success will follow in their efforts.

It must be remembered, however, that our exertions must be directed to our desires. To give a lukewarm support to penmanship, and then, one year hence, grumble because we have not secured so much improvement as others in a like period of time, would be but a sorry way to bring about a beneficial

result. Instead of serving up so many stale papers on worn-out methods at our Teachers' Institutes throughout the country, a systematic drill in penmanship were given to the primary teachers and a programme laid out for them to use in their

schools, by some good teacher of penmanship, we could hope that ere long this branch would occupy the place which it well deserves in our public-school course. School journals and teachers' papers generally are silent on this subject; it is scarcely ever mentioned at Institutes; and superintendents of schools, while they complain of receiving communications from the teachers under their charge, which they are unable to read, take no steps to remedy the defect, possibly because they do not know exactly what ought to be done.

J. C. McCLENAHAN,

Principal of Business Department,

Ohio Central Normal School, Worthington, Ohio.

INDUSTRIAL DRAWING. WHAT IS IT?

Although much has been written in proof of the value of Industrial Drawing as a subject of study in public schools, there are many, even among those who are attempting to teach it, who do not know just what it includes, nor what it is most important should be taught. In brief, Industrial Drawing embraces those departments of drawing, a knowledge of which is necessary for the correct representation, construction, and decoration of objects or structures. These departments may be classified as follows:—Freehand Drawing, Mechanical Drawing, Design.

Freehand drawing gives training to the hand and eye, and a full course in it will furnish the pupil with the power to sketch quickly and accurately any object or structure. In other words, it is the pictorial department. It gives, perhaps, the most power over the pencil. By its means, the lecturer or teacher can economize time and give fuller ideas. He can supplement and vitalize his description by a picture of the thing itself. The student can note his researches in the study of Botany, Physiology, Physics, and other descriptive studies. The traveller can preserve the scenes and people he meets. The workman and inventor are enabled to produce a picture of the thing in mind, or of any object which, if remembered, could perhaps be improved by them. It teaches one to be more

of objects around him, making him better able to see their form and color.

These things and many more show the applications that can be made of this kind of knowledge. Yet it could not be called Industrial Drawing. The student has learned nothing of the principles of design, nor how to make nor even read a drawing of the kind necessary for the construction of objects, however simple. It is true all workmen should have the knowledge gained here, yet there is very little that the majority can apply directly in their daily work.

Let us note the subjects included in Freehand drawing. First, Flat-Copy work, or drawing of geometrical forms, from nature, from the blackboard, or from books; and standard designs of ornament, animal forms, foliage, the human figure and its parts, in outline, from books and flat copies. Second, Model and Object drawing. Here, as in drawing from nature, the work is based on geometry. Pupils commence with geometric solids where they learn principles, and afterwards apply them in the drawing of irregular forms. After learning how to see and measure in space, they draw in outline the most common objects, the sphere, cylinder, and cone erect, followed by non-geometric objects cylindrical and conical in shape, or such as a glass tumbler, which horizontally would show a circle for a section; for example, a water bucket, tub, barrel, tin dipper, pail, vase, plate, saucer, bowl, etc. From this practice the student learns quite fully how to judge of proportion, something of shading, the different appearances the circle may assume, and how to represent them. Objects bounded by straight lines, which show more complicated perspective, may now be drawn. A cube in various positions should be the first object, then a rectangular prism, square pyramid, then prisms and pyramids of various kinds, groups formed of two or more objects, having both straight and curved lines, and finally articles bounded by straight lines, as boxes, tables, small buildings, etc. This amount of model drawing should be taken in the grammar school, and pupils can also, at the college, draw plants or sprigs of foliage from nature. In the high school, pupils who have had the preparation obtained in their previous study, should draw from the plaster cast of the human figure from the antique, animal forms, and gain some knowledge of light and shade.

This is a fair sketch of the Freehand department of Industrial Drawing. Yet many proceed as if it were enough to place in the hands of a pupil a set of books entitled Freehand Drawing and require him to reproduce the copies therein. Flat-copy work is valuable mainly as a means of teaching the first principles, giving accuracy of eye and readiness of hand, and leading the learner onward, step by step, so that the object of drawing shall not present too many difficulties. It should not be forgotten, however, that the chief end sought is to enable pupils to sketch easily, quickly, and correctly, any thing placed before them, and no amount of drawing from the flat will enable one to draw from the object without some special instruction. Only enough of the former work should be taken to prepare well for the latter.

Great care should be exercised in the selection of copies of figures for the use of pupils who are learning to draw. They should be geometrical and symmetrical, clear and bold, regular in form and capable of careful analysis. With such copies the slightest error is at once apparent to the teacher and quickly seen by the scholar, and with good copies and good teachers every pupil can learn to draw well. It was long ago conceded that this is the rational way of teaching the masses to draw, and it is undoubtedly the right method for us, and yet in some sets of books in use among us, mainly in the smaller cities and towns, pupils and teachers are involved in many needless and profitless difficulties. The trouble lies in the fact that the forms presented for copies are irregular and in many cases represent roundness. Drawing becomes more teachable when forms showing but two dimensions are commenced with and mastered. In the drawing of shells, flowers, and bits of landscape, there is nothing for the pupil to take hold of, no definite beginning place, and the untrained eye is bewildered. It is true that such forms are often interesting, being pictures of familiar things or charming scenes, and he goes to work with enthusiasm only to become hopelessly discouraged. Those who have a large amount of patience, quick eye, and a liking for the work, have a greater measure of success than the ordinary pupil, and teachers find that a few do very well, while the majority do not improve as rapidly as they ought. Hence they say that only the few can learn that have a taste for the work. The trouble is with the system; with the kind of forms used. Any body will admit that there are many who have a natural

drawing, just as there are others who excel in mathematical language. At the same time, people who have had in their own experience for years, will continue to what all can learn to draw if properly taught, and that average results can be obtained as in any other study. It requires a far greater knowledge, quicker eye for and more skilful teaching to produce fair results by the regular forms, than to produce excellent results by the irregular ones.

us, Ohio.

W. S. GOODNOUGH.

(Concluded in next number.)

OFFICIAL DEPARTMENT.

by the Hon. J. J. Burns, State Commissioner of Common Schools.

QUESTIONS AND ANSWERS IN MATTERS OF SCHOOL LAW.

9.—At the next election our special district will have an new board, as one member moves away another is filling a and the time of the third is out. If we engage our present for the summer and next winter terms can our successors in office other teacher, or will they be bound by our contract?

9.—You can legally engage the teacher for the terms stated, but whether a peculiar case it may be well to consider carefully all the circumstances.

10.—Is a contract for the purchase of maps, etc., binding when a majority of the Board, if signed by them at different times?

10.—I am of opinion that a valid contract for such purpose can only at a *meeting* of the Board. A majority of the Board shall be a quorum for the transaction of business. "Making contracts" is essential. "Upon a motion to adopt a resolution authorizing the purchase or sale of property * * * it shall be the duty of the clerk to publish, the roll," etc. How can this law be complied with if the members are scattered, one upon his farm, another with his merchandise?

11.—Is a married man entitled to free school privileges if he is twenty-one years of age?

11.—As the individual you refer to is excluded from the enumeration and no school funds are drawn for his tuition, I must answer in the negative. The Scripture saith: He has married a virgin cannot come.

12.—Have we the right in a district where there are several families to hire a teacher to teach both German and English?

12.—Sec. 52 commits the whole matter to the Board.

13.—Where school funds have been paid out, either directly or indirectly, to an uncertificated teacher, does the responsibility fall upon the clerk or the local directors?

13.—Upon the directors, if they have certified anything as due for services in that capacity at a time when he had no

EDITORIAL DEPARTMENT.

—It has been deemed best not to hold a meeting of the National Educational Association this year. One of the reasons for this is the fact that some of its prominent members intend to go to Paris. It is hoped that the omission of a meeting this year will result in a meeting next year unsurpassed as yet in attendance and interest. The place of meeting should be immediately determined and the programme immediately arranged. Those having parts to perform would have a full year for preparation and thus be enabled to do justice to themselves and the subjects. So many vital questions in relation to education are now receiving attention that the next year's meeting ought to gather up the conclusions reached and present them in a clear light. We hope that the educators of the country, north, south, east, and west, will do all they can to make the next meeting of the National Educational Association an event of national importance. The committee on transportation will doubtless do all in their power to secure reductions in railway fares.

—It is strange that so few of the educators of the country purchase the volumes of the Proceedings of the National Educational Association. The Baltimore volume and the Louisville volume each contains about three hundred pages of briefer print. These books are sent by mail for \$2.00 each. Considering the importance and number of the papers contained in them these volumes are very cheap. The volume of the American Institute of Instruction for 1876 sells for \$1.00, and it is well worth it, but the amount of matter is scarcely one-fifth of that in either of the volumes above mentioned. Send \$2.00 to the Secretary, W. H. Henkle, Salem, Ohio, and either volume will be sent to you postpaid.

—The discussion at the recent conference in Cleveland as to High School studies was very interesting. It revealed the fact that the belief is general that the number of studies in the High-School course should be diminished. A mother with a very large family of children when she is asked to name the one she is willing to part with is unable to make the selection notwithstanding she is well convinced of the fact that she cannot do all her children justice in the way of care and training. So our High School teachers although feeling sensibly that there are too many studies in the High Schools are unable to agree as to what ones are to be excluded. Those mothers that have not too many children are not brought face to face with the problem of deciding which ones ought to be given up. In those High Schools that have not introduced too many studies are not confronted with this interesting problem. In excluding subjects it is hard for teachers to be willing to give up favorite studies. There is great need

breadth of view. We give a synopsis of the reported discussion and. Mr. Avery would throw out Astronomy. Mr. Simpson ob-
 jectively to this view. Mr. Ross would throw out botany, geology,
 and history first. Prof. Penfield would not like to begin curtailing
 out astronomy. Mr. Findley leaned to Mr. Avery's view. Mr.
 thought it could be better dispensed with than some other studies
 would not like to omit it altogether. Mr. Forbes defended astron-
 omy. Carruthers liked it but the want of apparatus and mathematical
 would not justify its retention. Mr. Harvey thought there are
 things that he would lop off first. Mr. Avery said he would not
 astronomy first but in the course of lopping off it would surely be
 Mental philosophy would be the *first* he would lop off. Mr.
 endorsed this view but Messrs. Clemens and Forbes opposed it, the
 vigorous speech. It should be remembered that our good friend
 is a Scotchman and that the Scotch are by nature metaphysi-
 cal geography was also discussed with a like difference of

There are teachers who say they are too poor to subscribe for an ed-
 ucatory periodical. If this is true they are too poor to teach and should
 leave the profession. Indeed such a statement suggests, whether properly
 or not, that such teachers are *poor* in two senses. "Where there is a will
 there is a way." Poverty is too often urged to cover up the want of a
 determination. When a teacher is determined to rise in his profession
 in spite of his meager pay, find some way to supply himself with
 the best food. There are some teachers in this country whose pockets
 are empty at a time, free from the touch of money, that never fail to
 pay their subscriptions to school journals, while there are others
 whose pockets are never entirely empty, that never subscribe at all for
 journals. It is certainly a sad commentary on the profession of
 teaching to say that of the 250,000 teachers in the United States that the
 probably less than 50,000 are on the subscription books of the
 best periodicals of the country.

The American Institute of Instruction will meet in the White
 Mountains, July 9, 10, 11, and 12, with headquarters either at Crawford's
 or Fabyan's. This Association is the oldest in the United States,
 and its first regular meeting in 1830. All of these sessions except
 the first in 1852, (in Troy), have been held in New England. We suggest
 that teachers outside of New England make an effort to attend the meet-
 ing and enjoy the scenery of the White Mountains and persuade
 others to omit their meeting next year to give their members an op-
 portunity to attend the expected great meeting of the National Educational
 Association. The Hon. T. W. Bicknell of Boston is President, and J.
 C. Ball of Providence, Secretary. We hope the officers can secure
 routes on some western roads.

—TEACHERS' excursions to Paris are now the order of the day. Geo. P. Hays, President of Washington and Jefferson College, E. Houck, Deputy State Sup't of Pennsylvania, and Geo. J. Luckey, Schools, Pittsburgh, have issued a circular announcing fare from New York to Paris, via London and return for \$110 in gold, or via Liverpool \$135 in gold. The main excursion will leave July 6, but purchase tickets may leave any time after the first of this month. Address McCormick, Pittsburgh, Agent of the National Line of Steamers which sail weekly from New York. A London correspondent of the New-York Tribune shows how a two months' trip may be made with a cost not exceeding \$300. New York to Liverpool about \$105, to London (third class), to Paris and back, return ticket (second class), \$9.75, to Liverpool Oxford, Leamington, Birmingham, Chester, North Wales (third class) excursions about London and Paris, \$5.75, sight seeing and fees, 50¢ a day \$30.00, board and lodging in England 37 days at \$1.25 a day, \$46.25, board and lodging in France 24 days at \$2 a day, 48.00, total, \$130.25. Full details are given as to places to visit and ways to save money. These details are copied into the Cincinnati Daily Commercial of April 1. The poor teachers of the country only had money they could spend on themselves immensely by a European trip.

—THE annual anxiety among teachers has begun. Each teacher will like a speedy answer to the following questions:—What will be the result of the April elections upon Boards of Education? Shall I lose my position? If I retain it what will be my next year's salary? This state of things should, if possible, be changed. All teachers should be elected to serve during good behavior. It is true that there are hundreds if not thousands of teachers who ought to lose their places and go into other business. They are mere operatives, and hence have little educational spirit. They never read educational works, attend educational meetings, or subscribe for educational periodicals unless through outside pressure. It is true that it is better to do such things even under pressure than not at all, but it is vastly better to do such things from inward impulse or desire. We believe that teachers should be elected to serve during good behavior but that Boards of Education should closely inspect their behavior, making diligent inquiry as to their success in government, their ability to teach, the accuracy of their scholarship, their educational spirit as manifested in their educational and general reading and their attendance upon educational meetings.

—WE hope there will be a large attendance at Put-in-Bay meeting of the State Association. We published the programme a month ago. It is thirty years since this Association was organized. Its influence on the educational history of the State has been immense. This influence should be continued.

BOARDS of Education should never employ teachers out of sympathy. There are some occupations in which the employment of persons without sympathy may be practiced without serious injury to any one. In the employment of teachers sympathy may properly be brought into play in choosing between two equally-competent teachers but only in such

As well as the writer, Miss Lizzie Hanby, expected that the *Art-Drawing* published last month would meet with criticism. Doubt was expressed whether it is a fact that in any school in the State drawing is taught five days in the week and penmanship only one. It is true that in Columbus the time given to drawing is about one-fourth of the time given to penmanship. In the case of the girl discharged from the Co-educational schools because her father would not buy her a drawing book a question was raised, the father maintaining "that parents have a right to say just what books they will furnish their children and that the Board of Education have no right to interfere." We shall be glad to hear what schools drawing receives so much attention as named above and like to have the Superintendent thereof rise and explain.

As a cure for favoritism or nepotism in the selection of teachers a competitive examination is the best that can be devised *if the examination is not too narrow*. While it is true that every good teacher is not a scholar the chances are that the candidate who has made the best of his school life will be the most successful as a teacher. I do not now remember a single instance of an utter failure in teaching in which a strict competitive examination would not have excluded the candidate. But a "competitive examination" ought to show something more than an ability to solve the stock of arithmetical puzzles or to spell *syzygy* and *deleble*; it ought at least to prove that the successful candidate can write intelligible English and understand a paragraph from the classic literature of his country.

A.

A BRILLIANT genius in congress wishes to reduce the pay of midshipmen and a member on the opposite side shrewdly suggests that this is the thing to do—midshipmen have no friends (lobbyists?) and no votes. Other statesmen see a chance to immortalize themselves by complaining that teachers are receiving extravagant salaries. Very few teachers vote and these few are not skilled in the manipulation of ward politics. Therefore, the politician finds it safe to begin (and end) with the teachers.

A.

▼ EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—WE send the Parents and Teachers' Monthly with the Ohio Educational Monthly for \$1.90 a year.

—No annual school census is taken in Rhode Island.

—A NEW planet was discovered at Marseilles by Coggia, April 10th.

—OVER 7000 pupils are enrolled in the Public Schools of Columbus, Ohio.

—THE Maine State Teachers' Association met in Portland, April 26, 27.

—THE next Commencement at Marietta College will be Wednesday, June 26.

—THE Nebraska State Teachers' Association met in Lincoln, May 27, 28, 29.

—HARPER's Magazine says, "Ohio has twelve Normal Schools." What are they?

—NEARLY 19,000 pupils are enrolled in the Public Schools of Pittsburgh, Pa.

—THE Kansas State Teachers' Association will meet in Atchison, June 24, 25, and 26.

—NEARLY 10,000 pupils are enrolled in the Public Schools of Allentown, Pa.

—THE Normal School at Ada, Ohio, under charge of H. S. Lehr, is said to be prospering.

—It is said there is a large attendance this term at the Normal School at Lebanon, Ohio.

—THE recently-issued Zanesville School Report (A. T. Wiles Sup't) is a pamphlet of 63 pages.

—WE call attention to the advertisement in this number of Prof. G. T. McCord of Pittsburgh.

—A TRANSIT of Mercury will occur the 6th of this month. It will be visible in the United States.

—THERE are 128 self-supporting students in the Academic Department of the Iowa State University.

—A PROPOSITION to abolish the High School was voted down at the last election in Council Bluffs, Iowa.

THE Public Schools of Doylestown, Ohio, are prospering under the superintendency of J. J. Rockwell.

THE power of conferring degrees in England is confined to the two universities at Cambridge and Oxford.

NUMEROUS selected committees visited the Public Schools of Salem, Mass., last week of the spring term.

AT the Ohio State Oratorical Contest at Tiffin, April 10, Oberlin secured the first prize for essay and oratory.

THE next general meeting of the Social Science Association will be held at Cincinnati, beginning on the 18th of this month.

THE March-April number of "The Western" is excellent. One of the ablest articles is entitled "Let us be intelligible."

THE prospects of the Ohio Central Normal School at Worthington, Ohio, have never to have been better than at present.

MR. TAPPAN is the name of a teacher in the Girls' High School of San Francisco. He ought to be transferred to the Boys' School.

THE January Journal of Speculative Philosophy contains a severe criticism by Wm. James of Herbert Spencer's definition of mind.

THE Cincinnati Board of Education at its meeting, March 4, appropriated \$2,000 to defray the expenses of its educational exhibit at Paris.

THE eighth session of the Caldwell (O.) Normal School will begin on September 1 and continue ten weeks; J. G. Schofield and W. N. Rice, teachers.

THE enrolment in the Public Schools of Steubenville, Ohio, for the year ending June 1 of this school year was 2201 and the average daily attendance, 1,100.

THE Jefferson-County Teachers' Association will be held in Smithsburg, Md., next week beginning August 26. Instructors, Prof. Tappan and Mrs. Tappan.

THE last meeting of the Erie-and-Huron County Teachers' Association was held in Milan, April 20. This Association has a vigorous executive committee.

THE amended School law of Quebec now makes Saturday a holiday. The day can however be avoided by the enactment of a by-law by the school board.

THE University of Michigan is to have a new astronomical observatory for the use of the students, the old one to be continued strictly for scientific purposes.

THE Iowa Normal Monthly has published in a neat pamphlet of 68 pages the proceedings of the December meeting of the Iowa State Teachers' Association.

MARYLAND has been having her educational trials. That old political Montgomery Blair, has immortalized (?) himself by an attack on the Normal School.

THE Wisconsin General Assembly has appointed a Committee of five Commissioners to examine into the questions relating to Text-Book and Spelling Reform.

—THE Normal Teacher is the title of a new educational periodical started at Ladoga, Ind., by J. E. Sherrill. Price \$1.00 a year. The first number was issued in March.

—THERE are twenty teachers in the Norwalk (Ohio) Public Schools besides the Supt. C. W. Oakes. The total enrolment in March was 8 and High-School enrolment 54.

—THE erection and furnishing of the High-School building at Omaha, Neb., cost nearly \$250,000. It will accommodate 850 pupils. The playground, a gift from the State, contains 10 acres.

—AN archæological and scientific cabinet is now collecting at Marysville, Ohio, in one of the rooms of the new school building, for the use of the Public Schools and the County generally. It already contains over 1500 specimens.

—ABOUT two weeks ago no printing had been done by the State printer on the Hon. C. S. Smart's School Report. This indicates that it will not be distributed as soon in the year as the annual reports are usually distributed.

—FIVE-EIGHTHS of the teachers in the Chicago Public Schools are graduates of the High Schools, and yet there has been talk of withholding appropriations the next year for the support of these High Schools. Verily Chicago is a wicked city.

—THE Triennial Report of the Norwalk (Ohio) Public Schools for the years 1874-5, 1875-6, 1876-7, with Rules and Regulations, and Course of Study and History from 1850, is a neat pamphlet of 92 pages. C. W. Oakes, Superintendent.

—THE Spring Huron-County Institute at Norwalk was not so well attended as usual. Cause, internal discord. Alex. Forbes of Cleveland was the chief instructor. The absentees missed much by not hearing Mr. Forbes, who is a host in himself.

—THE Wisconsin Journal of Education for April says, "On the whole this Ohio law [Senator Richards's bill passed March 20, 1877] is the best considered measure in all the statutes for compulsory education which has been adopted by any of our states."

—THE Annual Report of the School Committee of the City of North Bedford, Mass., together with the Superintendent's Annual Report for the year 1877, has been received. It is an 85-page pamphlet. Superintendent Harrington writes vigorous reports.

—A TABULAR statement of the Public Schools of Alliance, Ohio, (Fraise Richard, Sup't) from September 4, to March 22, inclusive, shows an average monthly enrolment of 927 and an average daily attendance of 700. The enumeration (6 to 21) last September was 1448.

—THE "Sunday Capital," a Democratic paper of Columbus, Ohio, has been a staunch opponent of Booth's bill relieving pupils from studying any branch except spelling, reading, writing, arithmetic, geography, and English Grammar, when their parents or guardians so request.

"HOME ARTS" is the title of a 3-column 8-page monthly about the Educational Weekly, published in Chicago, by Alfred L. Sewell, 10 a year. The first number was issued in January last. It is devoted to the interests of learners in amateur printing, scroll sawing, wood carving and kindred arts.

WE call especial attention (see our advertising columns) to the Kindergarten Institute to be held in Sandusky, Ohio, beginning July 1 to last four weeks. W. N. Hailmann, of Milwaukee, is a prominent educational author, well versed in the writings of Froebel. He is the author of "The New Education."

IT is strange that our congressmen hesitate in passing bills approving the sales of the public lands to school purposes. We await anxiously the result of the recent efforts, especially those of the Atlanta Convention. The Hon. Mr. Orr, of Georgia, has been in Washington making his efforts in behalf of educational legislation.

THE whole number of teachers employed in Rhode Island in the year ending April 20, 1877, was 1104, the average number of teachers being 850. The gentleman teachers performed in all 1218 months of service, and the lady teachers, 6511 months, for which the former received \$98,278.84, and the latter \$298,895.14, in all, \$397,173.98.

A TEACHERS' meeting for the northern townships of Preble County, was held in New Paris, March 23. About forty teachers were in attendance. The newspaper report shows that the meeting was a good one. Those who took part in the exercises were Messrs. Tyrrell, Dasher, Brown, Myers of New Paris, DeMotte, Shideler, (Dr.) J. S. Braffett, Smith, Price, and Mills.

THE previously-announced programme for the meeting of the Union-Teachers' Association at Unionville, March 20, was as follows:—
 Methods of Teaching Compound Numbers; Cyrus Huling. Discussion of the subject. How can Expression be best Cultivated in Children? V. H. Cole. Paper; Manners—Methods of teaching; Miss Effie B. Smith. Discussion of the subject. Report of Committee on Course of Study and Programme of Daily Exercises for District Schools; Supt. Calvin Mechanicsburg.

THE Twelfth Annual Session of the Normal Music School will be held this year at Warren, Ohio (last year the session was held in Delaware), beginning July 8, and closing August 16. The Board of Instruction will consist of N. Coe Stewart, of Cleveland, I. M. North, of St. Louis, J. Cook, of New York, W. H. Dana, H. C. Cook, of Rochester, N. Y., J. Korbahn, of Warren, Aloys Bidez, of Warren, Chas. B. Bradley, of Warren, L. S. Leason, of Harrisville, Pa., and N. L. Glover, of Akron. The session will doubtless be an interesting one. See advertisement in this number and send to Mr. Stewart for a full circular for rates of tuition, board of study, etc.

—THE Miami-Valley Teachers' Association met in Loveland on the 4th Saturday of March. The essay on "Music" by the President, Geo. Hill, was preceded by an instrumental solo by Josie Todd, a pupil in the High School. The essay was discussed by Messrs. Kinney, Rossiter, and others. Mr. McMahan gave a select reading. The afternoon exercises were opened with music by the Loveland Quartette club. Wm. Reed of Milford lectured on "School Government." The lecture was discussed by J. C. Kinney. Mr. Gatch read a poem entitled "The Hero." Mr. Stewart of Newberry Academy lectured on "Arithmetic." A discussion of the Query Box closed the exercises. The Association adjourned to meet in Milford, April 27th.

—THE programme of the Tri-State Teachers' Association for the meeting on the 4th of this month in Toledo, is as follows:—"Elements of Success in the Teacher," B. B. Hall of Tiffin, discussion by G. W. Walker of Lima and E. T. Hartley of Fostoria; "Some Mistakes we are making," by Wm. H. Payne of Adrian, discussion by Alex Forbes of Cleveland and J. C. Jones of East Saginaw; "A More Rational Course of Mathematics," by Edward Olney of Ann Arbor, discussion by C. A. Gower of Saginaw and Temple H. Dunn of Fort Wayne; "Some Difficulties in my Teaching," by Lucius B. Swift of Laporte, discussion by Hon. J. J. Burns of Columbus and E. A. Jones of Massillon. A special session will be held in the evening of the 3d for a discussion of the High-School Course.

—"THE Butler-County Teachers' Association met in Hamilton on Saturday, April 13. Papers were read as follows:—"History," B. R. Finch of Oxford; "Our Language," L. D. Brown of Eaton; "Discipline," James C. Murray of Lebanon; "Illusions of History," Miss Emma Paddock of Hamilton; "Books and Reading," W. H. Stewart of Oxford; "Bondage to Public Opinion," C. W. Bennett of Piqua; and "The True Basis of the Teacher's Popularity," John W. Dowd of Troy. Select readings were appropriately rendered by Mrs. J. S. Weiler of Hamilton. The music consisted of choruses by the Teachers' Choir, vocal solos by Misses Pauline Strawn and Lida Buckingham, a vocal duet by Miss Mattie Overpeck and James W. Overpeck, and a quartet by Walter H. Aiken, James W. Overpeck, Theodore Meyder, and A. W. Schmidt."

—"THE Delaware-County Teachers' Association held their monthly meeting at Delaware, March 23, 1878. Called to order at 10:30 A. M. President Barnes in the chair.

(1.) Query: How begin to teach Arithmetic? Opened by E. J. Duncan of Lewis Center, followed by several others. A lively interest was taken in the discussion.

(2.) How begin the first day of school? Opened by F. L. Davis of Delaware.

Afternoon session. Called to order at 1:45 P. M. Vice-President Miss Ross in the chair.

(1.) Class Drill Phonics by Miss Bickett of Delaware.

(2.) Paper by Prof. E. Baldwin of Delaware, "What, When, and How." The paper abounded with practical hints looking to proper classification of school work of every grade, and a sly hint to County Examiners.

address: "The Teacher as an Investigator," by G. W. Snyder of

ecture on "Reading," by Prof. W. G. Williams of O. W. U. The
was full of thought, and was closely listened to by over 100 live
present."

G. W. SNYDER.

THE secretary of the Tri-State Teachers' Association having failed
us a report of the first meeting we wrote to A. A. McDonald,
endent of the Public Schools of Toledo for a report, which he
mptly, but it was too late for our April issue. We give the report
th:

first meeting of the Tri-State Teachers' Association, including
diana, and Michigan, was held in Toledo, March 9, and it was a
success; over 700 teachers and friends of education being present.
ngural Address by the President, Sup't W. W. Ross, of Fremont,
as an able effort, replete with sound, practical wisdom, full of
ng argument in opposition to those who seek by false figures to
ssension and a stronger prejudice against our Public High School.
ress was listened to with the closest attention during the entire
r and a half of its delivery. Sup't U. T. Curran, of Sandusky,
with a paper on the "Metric System" which was handled in a
manner, satisfying all present that he knew what he was saying,
ht to have that for which he asked—"The introduction of the
early and often." Next in order was a very finely written essay
'ergarten and Primary Education,' by Martin Friedberg, of the
German Schools. This paper claims that the primary schools,
ed as they now are, defeat, to a great extent, the very object for
they are established, and the remedy lies in creating for our
a garden, where the little slip of humanity, just taking root in
find congenial soil, good climate and surrounding, and put in
f a wise gardener with a heart full of love. The next meeting
eld on the first Saturday in May."

IE conference meeting of the Northeastern-Ohio Teachers' Asso-
was held in Cleveland, Friday evening, April 14th. There were
Messrs. Harvey, Findley, Parker, Ross, Simpson, Comings,
ers, McCalmont, Gist, Lehman, Derr, Oakes, Avery, Forbes,
, Clemens, Phillips, Sapp, and Gladding. The topic for discussion
High-School course of study. At the general meeting on Saturday
man delivered his Inaugural Address, speaking of the work and
e of the Association and various vital questions relating to the
nal outlook. The Association ordered all papers read before it to
cted and preserved by the Secretary. The Committee on Course
, through its chairman, the Hon. T. W. Harvey, asked further
the members of the committee had as yet been unable to come
satisfactory conclusion. The third Saturday in May was fixed
r a meeting of the Committee in Cleveland, to which meeting
endents are invited. The treasurer's report showed receipts for
r of \$40.39, and disbursements of \$22.09. The Chairman of the

Executive Committee, H. M. James, reported the Association in debt \$160 with assets amounting to \$18.30, and \$90 worth of books. Messrs. Harvey, Moulton, and James were appointed a committee to devise means to relieve the Association of debt. Miss M. L. Ross, of Columbus, spoke on Kindergartens. She has had eighteen years' experience in Kindergarten education. W. N. Hailman, of Milwaukee, was present but owing to the lateness of the hour declined a request to continue the discussion. W. W. Ross read a paper on High Schools. This paper was said to have been excellent. The attendance on Saturday was largely above the average. The next meeting of the Association will be held in Akron on the second Saturday of June, that is, June 15. We expect to be present at this Cleveland meeting but an unexpected rush of business that could not be deferred prevented. The above report is condensed from the Cleveland Herald's report, and modified by information received by letter.

PERSONAL.

—CYRUS HULING is Principal of the Marysville (O.) High School.

—THE Hon. John Jessop is Superintendent of Education in British Columbia.

—JOHN V. ASHFORD has been elected Superintendent of the Public Schools (O.)

—AUGUSTUS D. SMALL has been elected Superintendent of the Public Schools of Salem, Mass.

—THE Hon. J. J. Burns has been visiting the schools of Delaware, Franklin, and Miamisburgh.

—SECRETARY B. G. Northrop says that the labor unions of Connecticut favor compulsory education.

—DR. JOHN HANCOCK, of Dayton, Ohio, will deliver the annual address at the close of the Eaton High School.

—THE Hon. John D. Philbrick, the National Educational Commissioner to Paris, sailed from New York, March 23.

—J. P. TODD, the newspapers say, has resigned his position as Superintendent of the Public Schools of Columbiana, Ohio.

—W. S. ATKINSON, formerly Professor of Mathematics at Hamilton College, Ohio, died at Minneapolis, Minn., a short time ago.

—ROBERT JULIUS VON MAYER, the great German scientist, died March 21, at his native town, Heilbronn, in the 64th year of his age.

—L. D. BROWN, Superintendent of the Public Schools of Eaton, Ohio, was admitted, April 17, to the bar, by the District Court at its session in Hamilton.

MISS KATE OAKES has resigned her position in the Ravenna High School which she has served several years. Miss Oakes is a graduate of Western College.

CHARLES B. STETSON died at Newport, R. I., March 31. His residence was in Malden, Mass. The latter part of Mr. Stetson's educational career was devoted to art education.

MISS P. W. SUDLOW has been re-elected Superintendent of the Schools of Davenport, Iowa. She has served in all 21 years in the schools as teacher, principal, and superintendent.

JOHN W. HOYT, of Wisconsin, the champion of a National Education before the National Educational Association for nearly ten years, has been appointed Governor of Wyoming Territory.

FRANK ALBERT E. CHURCH, died suddenly at West Point, New York. He graduated at the Military Academy in 1828, and has since been the Professor of Mathematics in the same institution.

W. A. COBURN, author of the articles published in this Monthly on Ventilation and Heating of School Buildings, is a member of the firm of Ward and Barnum, Architects, Cleveland, Ohio, No. 4, Hardy Block, Broadway, New York.

H. WHITE, of Peoria, Illinois, is talked of as the Republican candidate for State Superintendent of Public Instruction. Mr. White as a teacher is earnest, persistent, and prudent, and would make an excellent officer.

JOHN B. PEASLEE, Superintendent of the Public Schools of Cincinnati, was married on the evening of the 25th of April in the Central Presbyterian Church, to Miss Lou Wright, daughter of Mr. and Mrs. Joseph Wright of Cincinnati.

ISRAEL FINDLEY, Superintendent of the Public Schools of Akron, Ohio, celebrated his silver wedding, March 29. About two hundred guests were present and numerous gifts appeared on the scene in spite of the effusive concealment of the fact that the occasion was the 25th anniversary of his marriage. We shall take pleasure in announcing the golden wedding when the time shall come.

THE Hon. Augustine Shelbourne Chairman of the House (Ky.) Committee on Education, was on the evening of April 10, presented, in the office of the Hon. J. Henderson, State Superintendent of Public Instruction, an elegantly framed State Certificate and a copy of Webster's Quarto Dictionary. The presents were from the State Board of Examiners and the State Board of Education. Mr. Shelbourne is a teacher.

W. O. VAILE resigned on the 29th of March his position as teacher of Woodward High School, Cincinnati, Ohio. The B Class presented him with a copy of Chambers's Cyclopædia in ten volumes handsomely bound in leather, the presentation speech being made by Miss Ella Sargent in behalf of her schoolmates. The A class presented him a beautiful gold chain.

with a charm attached, on which was engraved "Presented by the Class of 1878," the presentation speech being made by Mr. E. Sattler, a member of the class. Mr. Sattler also handed to Mr. Vaile a series of very commendatory resolutions, expressing the esteem of the class and regret for the loss of their teacher. Mr. Vaile has taught in the Woodward High School for nearly seven years.

B O O K N O T I C E S .

THE SCHOOL-ROOM GUIDE, embodying the instruction given by the author at Teachers' Institutes, in New York and other States, and especially intended to assist Public School Teachers in the Practical Work of the School-Room. By E. V. De Graff, A. M. Second Edition, Carefully Revised. Price One Dollar and a Half. Syracuse, N. Y: Davis, Barde & Co., Publishers. 1878. Pages, 419.

In this little volume 38 pages are devoted to Reading; 13, to Phonics; 19, to Spelling; 14, to Penmanship; 9, to Drawing; 48, to Language; 17, to Letter Writing; 49, to Arithmetic; 17, to Grammar; 53, to Geography (37 of these relating to the State of New York); 9, to History; 20, to Elementary Natural Science; 34, to Recitations; 18, to Disciplinary Exercises; 17, to School Organization; and 7, to School Management.

EIGHTH ANNUAL REPORT of the Board of Education, together with the Thirty-Third Annual Report of the Commissioner of Public Schools, Rhode Island. January, 1878. Providence. Pages 298. The Hon. Thos. B. Stockwell, Commissioner.

This is a beautifully-printed report. Our Ohio State Printers might learn something from it. Mr. Stockwell discusses the usual topics making some excellent remarks on "Manual Education." For facts gleaned from this report see our educational intelligence.

ONE HUNDRED CHOICE SELECTIONS in Poetry and Prose. No. 15. Published by P. Garrett & Co., Philadelphia and Chicago. 1878. Pages 180. Price in paper cover 30 cts., in cloth 75 cts.

None of the selections in this number are repetitions of those found in any preceding number. At the close of the book is a tabular list of the 1400 selections found in the preceding fourteen numbers.

FIRST LESSONS IN FRENCH. Illustrated. By Emma E. Bulet. Van Alstyne, Bragg & Co., Cincinnati and New York. Pages, 108. Bound in crimson cloth. Introduction or examination price 43 cts.

The author of this neat little work is a teacher of French in Bartholomew's Classical School in Cincinnati. It is said she has had a long and successful experience in teaching French to Children. The lessons are well adapted to the young and are rendered more vivid by excellent illustrations. We commend it to teachers of French.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

JUNE, 1878.

Old Series, Vol. XXVII, No. 6.

Third Series, Vol. III, No. 6.

SOME OF THE LAWS OF INTELLECTUAL DEVELOPMENT.

The development of the flabby flesh of the infant's arm into the hard and sinewy muscle of the strong man seems almost a miracle. But it is a deeper wonder that from the faint intelligence of the new-born babe there can ever come the strong mind of the mature man; for here, if we can realize it, is a greater development, a far wider difference and a more mysterious growth. The infant comes into the world with a mind strikingly inferior to that of the brute. Of all the instincts with which the latter is endowed, the babe seems to have only one, the impulse to take its food. Could it at the first be given a full-developed body, it has no instinct nor intelligence that could enable it unassisted to provide for its simplest wants or avert the smallest danger. What immeasurable growth there must be before such imbecility shall change into strength that may contend with the difficulties of life! What immensity of development before this mere point of mind growth shall extend into the power and reach of the philosopher, with strength that can bring into service the forces of nature—with might that can penetrate into the mysteries of the universe and solve its deep problems!

What is it that produces this wonderful development, and by what laws does the mind reach such grand attainments of power?—We know nothing of the soul except what is revealed to us by the study of its acts and feelings; of these we may have direct knowledge, but the spirit itself is to our powers of perception unknowable. We cannot, therefore, affirm with certainty that prior to the first and earliest activity of the soul there may not be some growth and development of its capacities. Yet there is not a single indication of such a thing, nor is there any development whatever, so far as we know, that does not run parallel with the soul's action and that does not apparently depend upon that action. We may, however, confidently assert that every power of the embryonic intellect must continue dormant and inactive until some one of the physical organs of sense has been by an external cause excited to its function. Then is the first opportunity and the first possibility of the soul's action. The "sensation" of the first experiences, whatever it is and howsoever faint, is the first and earliest action of its "power to feel"; while the "perception" that attends this "sensation," howsoever slight and imperfect it may be is the earliest act of intellect. The soul cannot be conscious without something to be conscious of; it can experience no "sensation" without physical "objects"; it cannot perceive without something to perceive; it cannot know without something to know, it cannot think without something to think about: and without "sensation" and "perception" there can be no desires, no emotions, no volitions for they cannot exist without something to excite them.

The beginning of the soul's activity then is also the beginning of a development of its power; and whether that action is the real cause of the development, or merely the occasion of it, or in whatever way related to it, to us at least, it is the cause; since the two are always (within our experience) parallel and inseparable phenomena; action always producing development and development never occurring without action. Whether it be that the capacities of the soul exist from the first in a state of completeness and in order to increase the power need only familiarity with the "objects" which act upon them and with those upon which they act, or whether the capacities acquire power by actual growth, it is true that the soul's first activity causes the first increment of its power. Whether the enlargement of the soul's strength and power

from its skill (so to speak) in acting, or from a real exertion of its capacities, *strength is only developed by the repeated use of the faculty that acquires it.*

Opportunity for action is what renders possible the development of strength in any faculty; and something to know is the only thing that can constitute such an opportunity for the intellectual faculty. The body is built up into the stature and strength of the adult by nutrition and exercise;—nutrition from the food taken and the air that is breathed;—exercise from the various motions of infant hands and feet, and the creeping, toddling, from the joyous skip and play of ever-active children, and from the labor of after years. By nutrition the body is built up, and the mind also developed; the *nutrition* of things to know, and the *exercise* that comes from infancy's questions and discoveries and shadowy thought—from childhood's questions and efforts to know and hasty reasoning, from close observation, hard study, and deep cogitations of years. And just as the healthy body has an appetite for food and a desire for exercise so has the healthy mind an appetite for something to know and a desire to perceive, to understand and to think. *Things to know then, or "objects" both physical and psychical, are the nutrition of intellectual strength, while the exercise of the mind in perceiving, knowing, and thinking is the exercise that develops the intellectual muscle.* It is important to remember that those merely physical and material "objects" furnished to the mind by "sensation" and known by "sensation" are not the only *things-to-know* that are presented to the mind; there are also the objects of the world within, the feelings, desires, emotions, and volitions, its thoughts, "the concept, the class, the argument, the inference, the system." All these too are objects for the mind known by the soul's own activity and known by "consciousness," "memory," "imagination," and the "thinking faculty." The unfed and unused remains always weak and infantile. *Intellectual faculty stunted in food or repressed in action becomes dwarfed in development.* The great law of intellectual development is *nutrition and exercise.* *There is only one way to awaken and develop any faculty, and that is to furnish it with its appropriate "objects" for use in its peculiar action. And the rapidity and extent of the development will depend on the number of "objects" presented, the nature of the action, its intensity and pleasurable-ness, and the health of the body.*

Increasing or diminishing the number of "objects" increases or diminishes both the opportunities for action and also the frequency of it, and since each action adds an increment to development, thus hastens or else retards the growth of strength. Intellectual development seems to come almost wholly through the mind's exercise with new "objects"; its exercise with familiar objects does little else apparently than to conserve strength already attained. If we consider how few really new "objects" are furnished each day even to the most favored mind, we shall begin to realize their immense value as mental food, and it will become a matter of wonder to us that so little nutrition can ever produce so vast a growth and one withal so quickly attained.

All experience shows that no faculty can be highly developed without intense as well as frequent action. To intensify action increases the quantum of action and exercise and the result is therefore a greater increment of strength than for action less intense. The mind in repeating any action does so with less and less conscious effort, and probably with less and less real effort. The exertion may finally become so slight that the mental exercise gained from it so much diminished as to produce but little or perhaps no growth of strength. Hence the necessity of a constant supply of new "objects," and especially of "objects" that will require more intense mental exertion in order to be known. The mental exertion in the solution of some hard-solved problem, the fathoming of some deep question, the discovery of some hidden truth, the invention of some thought-tasking system, adds an amount of strength to the mind that often becomes felt by its possessor and plainly noticeable also to others. The intensity of mental effort called out in the struggle to learn, master, discover, invent, or in other words "to know" is exercise that never fails to produce great growth of strength.

When the mind acts pleasantly upon an "object" it acts with more intensity. But when there are likes or dislikes that oppose themselves to any action of the mind, a part of the soul's energy seems to be used by the "will" in resisting the opposing tastes, while only the balance of energy is used by the mental faculties that are acting; and thus though there may be consciousness of great effort there may in fact be but a slight exercise of mind as to do little toward its development; if it is not the intellect but the "will" that has been

actor, that may have received the greater increment of development.

Action of many of the soul's faculties and probably all is accompanied by a correlative action of the brain consequent expenditure of force and destruction of composing the brain tissue. In health this force is constantly replenished and the tissue rebuilt. But by the action of certain organs the supply of nutrition and necessary to the rebuilding may be directly diminished; this in ill health nature makes a constant effort to overcome the disease and repair the injury, and whatever energy and force is used up in this effort is so much taken away from that might otherwise be devoted to the building up of brain-cells. Since all action of the soul, so long as it is dependent upon the body, seems to be dependent upon brain action, as we know the soul is incapable of acting without the reciprocal action of the brain, ill health must be regarded as lessening the activity of the soul and as consequently a hinderance to the development of its every faculty. Especially is it a hinderance to the development of intellect. It must be remembered that the exercise of the brain produces a much greater expenditure of force and destruction of tissue than is caused by the functions of sensation and action. The mysterious correlation of soul and body is such that it prevents the intellect from its most intense, most energetic, and most pleasurable exertions. It is also usually the cause of distraction that divides the energy of the soul and thus too lessens the intensity of mental action. Those diseases which seem to increase mental activity or in which the mind seems to be active in spite of disease, are no exceptions to this law but only seemingly so. The brain in its normal state requires more nutrition and force than probably any other organ. When therefore the system is disordered, if the soul is not become less active, it is likely to use the very material and vital force that is needed for defence against the disease. If these supplies be withheld from the brain it will be for the time weakened in its functions and less able to sustain intense and prolonged mental action without doing damage to itself; but if the brain receive the full amount necessary to preternatural or intense activity of mind, it will be less able to resist the disease and repair the damage it does. Probably the disease will have increased power,

and if ever overcome at all, it will be at a greater expense of material and force that otherwise would go to lengthen the life which is thus inevitably shortened. Any growth of mind that may be gained by mental activity at such a cost is at a fearful sacrifice of future development; it is a sad waste of the noble opportunity of growth that is afforded the soul in its connection with the body; it consumes the very energy whose right use alone can bring an income. However great the development of intellect some men with ill health make, and then have attained to, they could have reached a higher level had health been better. There can be no doubt that the unequalled power of mind acquired by the ancient Greeks was largely owing to the Greek attention to physical beauty and health.

The laws of intellectual development, notwithstanding they are so obvious, are too often either forgotten or ignored. The educator yet the educator needs to have them constantly in mind in order that his work may be rightly directed and in order that it may be well done. They may also often help the student realize the full grandeur of his achievements and thus save him from discouragement when results fall short of his hopes and expectations, and when his sense-secluded usefulness and noiseless labor seem to be unappreciated and unnoticed.

East Springfield, Pa.

A. G. BEECHER

INDUSTRIAL DRAWING. WHAT IS IT?

(Continued from last month.)

The mechanical department of Industrial Drawing is of the utmost practical importance. The implements necessary for the work are a rule with an accurate scale and a divider and compass. Geometrical drawing is the first division of the subject. It is the alphabet of mechanical drafting. In it the student learns exact mechanical methods of dividing lines, erecting perpendiculars, constructing various geometrical figures, and solving problems under given conditions. As examples of the latter class of work may be mentioned the construction of a regular heptagon on a given line one inch, to inscribe a circle in a given triangle, or to construct an oblong having a given diagonal and side. Pupils learn not only how to draw, to scale, to make good instrumental work, but also to be accurate.

ection Drawing, the representation of objects by plans, elevations, and sections, is another department of mechanical drawing. No other department is of greater practical significance. This is the kind of drawing that is made for the manufacture of machinery and the kind referred to when we say "He cannot even do mechanical drawing." We often hear arguments substantially as follows: "Drawing is of value as a school study as hardly any work can be constructed without drawings. It ought to be taught in all schools so that our workmen would do more intelligent work and without much waste of material, if they could all make or read mechanical drawings." Nevertheless, this very subject, Projection Drawing, the only one which will meet this want, is the one least known and taught in the schools. This happens, perhaps, because many of the teachers of drawing know little or nothing of the subject themselves. The grand mistake made by Boards of Education is in the selection of a person to carry on the drawing in their schools. It is oftenest the local artist, who in nine out of ten, knows nothing about a graded system of Mechanical Drawing, nothing whatever outside of what has here been classified as the Freehand department, and whose study has not covered all in that. He may sketch landscapes and figures, and make "pretty pictures," copied from prints and colored in crayon, of fruit, animals, and heads or figures. He may even paint in water color or oil, and he may have succeeded in teaching classes of private pupils how to do all these things. On these accounts he is sought to give advice as to the system of drawing to be taught in public schools, or is asked to take charge of the work. It is morally certain that if he has some well-informed person to follow him up, he will, in nearly every case, lead the pupils toward, if not directly into, the course he has taken himself. This course leads not toward Industrial but in the Fine-Art direction, and Fine-Art is not what we seek, primarily, by introducing drawing into the public schools. Fine art, as such, may be for the few. It is certain that Industrial Art is for the masses, and it is therefore should be taught in the public schools where the masses are educated. It also lays the best possible foundation for the study of the painter and sculptor. After a little more time and money are wasted, it will become evident that special teachers of drawing, who are to have the whole control of the work of from five hundred to five thousand pupils, must have particular training outside of what can be obtained from

books. Indeed, there is yet nothing published in this country from which the special teacher of drawing can get half of what it is absolutely necessary for him to know. In Europe, teachers of drawing are required to pass through the widest course of study, covering several years. In Massachusetts one can obtain a desirable position who is not a graduate or student of the State Normal School of Art for Art Teachers. Board of Education should take the utmost care in choosing some one to superintend the instruction in drawing in their schools. Success depends much more on him than on the system of drawing introduced. It would pay for several small towns to unite and secure a good teacher. Suitable persons can be obtained who can take charge of three or four places having each one thousand school children at from \$400 to \$800 for each place.

To return to Projection Drawing. The pupil first makes plans and elevations of the geometric solids, as the cone, cylinder, prisms, and pyramids. A plan is the view of an object obtained if the spectator is looking vertically down upon it. An elevation is the view of an object obtained by looking horizontally at it. For example, a plan of a right cone would be a circle equal to its base; an elevation, an isosceles triangle whose base equals the diameter of the cone, and whose altitude equals the altitude of the cone. These might be called working drawings for the construction of a cone, and would be just what the draftsman would give the workman to work from. Pupils would next make plans and elevations (sections where necessary to show the construction), of simple common objects such as the drawer from a table or desk, the body of a school desk, perhaps the teacher's desk if not too intricate. The pupil should measure the object and work to scale, showing all the details necessary for a workman to know in order to construct it. As a further application, pupils in the High School should learn to make the plans and elevations, and perhaps sections, of details necessary in the building of a house. Toward the end of the course, such problems as the following would be practical.—Given a lot of land forty feet front and one hundred feet deep, to design plans and elevations for a brick house of moderate cost, containing parlor, dining-room, kitchen, study, bathroom, at least two chambers, and a sufficient number of closets.

Some attention to machine construction might be given

who were especially interested in that direction. Pupils learn how to ink in and color their drawings.

Mechanical Perspective is the only other subject for which there is time under this department. This gives a more comprehensive knowledge of the principles underlying model or object drawing, and shows mechanical methods of making pictorial representations.

There is no need of saying anything further on the importance of mechanical drawing. It speaks for itself. It is the heart of any system of Industrial Drawing.

The department of Design is the last to be noticed, but it is the most important in the order of importance, nor should it be in the last place in the order of teaching. Pupils take Design in various stages of course together with the Freehand work, from the lowest grade through the high school. They also take the mechanical drawing along with the other kinds, from the fifth or sixth grade upward. Under the head of Design the object is to cultivate the inventive faculties, to teach the principles of good decorative art, and to make good designs for the decoration of all objects. Nearly everything constructed is decorated in some way or less, and the decoration of an object will often double its value. We import annually millions of dollars worth of goods that receive their value from the art or design put into them, and export almost none. Inasmuch as these facts are true, it becomes highly important that a thorough knowledge of good design should be disseminated among the people. It is the one department which will teach us how to decorate our homes tastefully.

The first work in Design is necessarily not very original.

We begin by making variations of simple geometrical forms, and repetitions of these about a centre, horizontally and vertically to form mouldings, and over a surface to form flat or surface decoration. Next, various details are given which are to be arranged to fill given geometrical forms, and pupils are taught to conventionalize natural forms and use these details, after which designs are made for various objects for their decoration. By the seventh year of school, good designs in pencil or ink are expected, for oil-cloth, table linen, covers, carpets, wall paper, china ware, and other articles. At the high school, botanical analysis for design deserves a prominent place, and in the higher grades at least, designs should be made in color and represent the actual thing as nearly as

possible. Instruction should be given pointing out the characteristics of various classes of ornament that pupils may learn to distinguish forms as belonging to the Greek, Roman, Moresque, or other styles. With this knowledge they will not mix indiscriminately in one design a medley of forms from three or four different styles of ornament. Through all this work great effort should be made, not only to produce designs that are both original and beautiful, but to inculcate the principles of good taste and good design, and to teach pupils to distinguish between good and bad ornament.

This is what is meant by a System of Industrial Drawing for graded public schools, and it embodies what is being done in the principal cities of the country where drawing is well taught. It is made up of what are everywhere said to be the best and most essential features of European systems of long standing and acknowledged merit. In answer to numerous inquiries I will state that the firm of L. Prang & Co., Boston is the only one in the country that publishes all the materials necessary for the study of such a system.

A course of drawing for ungraded schools will receive attention in a future article.

Supt. of Drawing, Columbus, O.

W. S. GOODNOUGH.

KEY TO THE ENGLISH SENTENCE.

I. KINDS:

(a) AS TO FORM;

- (1) *Simple*; as, Columbus discovered America.
- (2) *Complex*; as, Columbus, who was a bold navigator of Europe, discovered America.
- (3) *Compound*; as, Columbus discovered America, but he died ignorant of the fact; or Columbus, who was a bold navigator of Europe, discovered America, but he died ignorant of the fact.

(b) AS TO STATEMENT:

- (1) *Declarative*; as, You are angry.
- (2) *Interrogative*; as, Are you angry?
- (3) *Imperative*; as, Do not be angry.
- (4) *Exclamatory*; as, Oh, you are angry!

II. ELEMENTS:

(a) AS TO OFFICE:

(1) *Subject.*

(a) A noun or pronoun; as, (1) *John* may go. (2) *You* may remain.

(b) Present or compound participle; as, (1) *Reading* history is profitable. (2) *Having been detained* by his father was his excuse.

(c) A verb in the infinitive mode, with or without an objective subjective; as, (1) *To die* is gain. (2) For me *to die* is gain.

(d) A clause, declarative or interrogative; as, (1) *That the earth is round* is evident. (2) *How did he obtain the money?* is the question.

(2) *Predicate.*

(a) Finite verb; as, *Jane sings*.

(b) Noun or pronoun; as, (1) *He* is a lawyer. (2) It is *he*.

(c) Adjective; as, *Mary is sick*.

(d) Present, perfect, or compound participle; as, (1) The branch lies *withering* on the ground. (2) He seems *educated*. (3) Having been there is *having had* a hand in the business.

(e) An infinitive, with the construction of a noun or an adjective; as, (1) *To sleep* is not *to die*. (2) Those goods are *to be sold*.

(f) A preposition and its object; as, *He is at liberty*.

(g) A clause, declarative or interrogative; (1) The fact is, *he is insane*. (2) The question is, *Will this be published?*

(3) *Adjective.*

(a) An adjective; as, *He is a fine boy*.

(b) Noun in the nominative, objective, possessive, or absolute case; (1) *John the teacher* lives there. (2) He struck *Samuel the farmer*. (3) This was *Webster's* opinion, the eminent lawyer. (4) *Ye crags and peaks*, I'm with you.

(c) Pronoun in the nominative, objective, or possessive case; as, (1) The teacher *himself* was to blame. (2) I bought it of *Mrs. Wilson*; *her* who keeps the store. (3) This is *your* book.

(d) Present, perfect, or compound participle; as, (1) The boy *thinking* only of his lesson, did not notice

- the confusion. (2) The letter, *written in haste* contained many mistakes. (3) The boy *having recited* his lesson was excused.
- (d) An infinitive; as, *Time to come* is called future.
- (e) Preposition and its object; as, A man of *wealth*.
An excuse *for being* there.
- (f) A clause, relative, or appositive; as, (1) He is a man *whom we all respect*. (2) "The question, *Are we a nation?*" is now answered."
- (4) *Objective.*
- (a) Noun or pronoun; as, (1) The teacher punished the boy. (2) I love *him*.
- (b) Present or compound participle; as, (1) Commenced *reading*. (2) He acknowledges *having committed theft*.
- (c) An infinitive with or without an objective subject; as, (1) I wish *to play*. (2) I wish *him to play*.
- (d) A clause; as, I wish *that he would play*.
- (5) *Adverbial.*
- (a) Adverb; as, A *very* tall boy.
- (b) Preposition and a noun, pronoun, or participle present or compound; as, (1) He went *to town*. (2) He threw *at him*. (3) You made many mistakes *in reading*. (4) *After having been informed* of his mistake, he was excused.
- (c) An infinitive, limiting verb, adjective, or an adverb; as, (1) He studies *to learn*. (2) He is anxious *to learn*. (3) The fruit is ripe enough *to eat*.
- (d) A clause, [1] "Temporal, denoting time; as, I was absent *when the accident occurred*. [2] Local, denoting place; as, *Go where duty calls thee*. [3] Causal, denoting cause; as, He is beloved, *for he is good*. [4] Final, denoting purpose; as, We came *that we might see*. [5] Comparative; as, He is older *than I am*. [6] Conditional; as, I would pay you *if I could*. [7] Concessive, as, *Though he slay me, yet will I trust him*."

[b] AS TO COMPOSITION:

- (1) *First Class*,—base, a single word; as, a noun, pronoun, adjective, verb, participle, or adverb.
- (2) *Second Class*,—base, a preposition and its object; or a verb in the infinitive mode.

[3] *Third Class*,—base, a clause. For examples of first, second, and third class elements, see "Elements as to office," II., [a], [1], [2], [3], [4], [5].

[c] AS TO FORM:

1. *Simple*.

[a] *First Class*,—a single word unmodified.

[1] *Subject*, noun, pronoun, present or compound participle; as, [1] *Men* have influence. [2] *You* may go. [3] *Reading* is profitable. [4] *Having been detained* was his excuse.

[2] *Predicate*,—finite verb, adjective, noun, pronoun, or participle; as, [1] *Henry writes*. [2] *He is wise*. [3] *Samuel is a teacher*. [4] *It is he*. [5] *The vine lies withering*.

[3] *Adjective*,—an adjective, noun in the nominative, objective, possessive, or absolute case; a pronoun in the nominative, or possessive case; the present or compound participle; as, [1] *Wealthy* men have influence. [2] *My brother James* made the mistake. [3] *He struck my brother James*. [4] *This was Clay's opinion, the eminent statesman*. [5] *Ye men, why do you tarry?* [6] *The teacher himself* was to blame. [7] *My book* is lost. [8] *The boy laughing*, made no reply. [9] *The soldier being wounded* was discharged.

[4] *Objective*,—noun or pronoun, present or compound participle; as, [1] *He struck Lina*. [2] *He sees her*. [3] *He dislikes reading*. [4] *He acknowledged having committed theft*.

[5] *Adverbial*,—an adverb; as, *He is very angry*. *He studies diligently*. *He studies very diligently*.

[b] *Second Class*,—an unmodified infinitive, or prepositional phrase.

(1) *Subject*,—an infinitive, or prepositional phrase; as, *To die* is gain. [2] *From noon to midnight* is twelve hours.

[2] *Predicate*,—preposition and its object, or an infinitive; as, [1] *He is at liberty*. [2] *To die* is not to sleep. *He is to be punished*.

[3] *Adjective*,—preposition and its object, or an infinitive; as, [1] *A man of wealth*. *An excuse for going*. [2] *Time to come* is called future.

[4] *Objective*,—preposition and its object, or an infinitive; as, [1] I gave an orange *to him*. [2] He wishes *to study*.

[5] *Adverbial*,—preposition and its object, or an infinitive; as, [1] He went *for James*. He is fond *of reading*. [2] He has gone *to inquire*. He is ready *to go*. The fruit is ripe enough *to eat*.

[c] *Third Class*,—a clause consisting of simply subject, predicate, and connective.

[1] *Subject*; as, *That he may prosper* is my prayer.

[2] *Predicate*; as, My prayer is *that he may prosper*.

[3] *Adjective*; as, My prayer *that he may prosper* is answered.

[4] *Objective*; as, I hope *that he will prosper*.

[5] *Adverbial*; as, He studies *that he may prosper*.

[3] *Complex*.

[a] *First Class*,—base, a single word modified by a word, phrase, or clause.

[1] *Subject*,—base, noun, pronoun, or participle, modified by a word, phrase, or clause; as, [1] *Wealthy men* are influential. *Men of wealth* are influential. *Men who are wealthy* are influential. [2] *A Catholic* he imprisoned the Pope. *You of old* are here. *He who is your true friend* will not forsake you. [3] *Wishing to see my brother* is my excuse for being here. *Thinking that I might see my brother, sir*, is what brought me here.

[2] *Predicate*,—base, a noun or pronoun modified by a word, phrase, or clause; or a participle modified by a word or a phrase; as, [1] He is *a wealthy man*. He is *a man of wealth*. He is *a man whom we all respect*. [2] It is *he himself*. It is *you of old*. It is *you to whom we look for aid*. [3] Taking a madman's sword to prevent his doing harm should not be called *robbing him*. Making that noise should not even be called *trying to sing*.

[3] *Adjective*,—base, an adjective, noun, pronoun, present, perfect, or compound part., modified by a word, phrase, or clause; as, [1] He is *a very sick man*. He is *a man sick at heart*. The boy, *certain that he would not be seen*, did not hesitate. [2] *Johnson the lawyer* is insane. *Johnson the lawyer of great*

fame is insane. Johnson, *who is a lawyer of great fame*, is insane. [3] The boy *himself* was right. You of old are here. You, *who pretend to be my friend*, certainly will not forsake me. [4] The letter *written hastily* contained many mistakes. The letter *written by your brother* did not reach me. John, *appointed president of this association*, that we might have order, should not shrink from his duty. [5] The teacher, *thanking him*, refused any pay. *Wishing to see*, I opened the blind. The pupil *believing that he was right*, would not yield the point. *Having heard the news*, I returned home. *Having read it*, I paid no attention to his lecture. *Having said that such would be my course*, you need not seem surprised.

[4] *Objective*,—base, a noun, pronoun, present or compound participle; modified by a word, phrase, or clause.

y, Ohio, Jan. 13, 1878.

A. A. CROSIER.

RELATION OF TEACHER TO PARENT.

of the most distracting and unpleasant perplexities the teacher finds he is called upon to endure arise from situation which he necessarily sustains towards the parents pupils. It is certainly a most delicate relation and be carefully considered and calmly studied. The teacher on one hand has in his hands the dearest gifts of the and the parent on the other hand consigns his most s interests to the teacher. It is not strange, therefore, e parent and teacher are very closely united in the same and should feel the greatest anxiety with reference to dity, morality, and influence of each other. It is right natural that the parent should be vitally interested in the school, and it is right and natural that the teacher have a proper respect and regard for the opinions and e of the parent. The theory here expressed is found, r, to be very far from the fact. Parents are not generally ed in the public school and seem to care little for the ons and influences of the teacher. The question there- often asked in examinations and discussed in teachers'

associations: What means shall the teacher use to secure interest and coöperation of the parent? We answer: Whatever.

1st. He is not employed for that purpose. He may secure their interest but he should get it without having intended it. His principal and especial work is to teach his pupils and to lead them to understand the principles taught with reference to their use and application in life. This is to be done with little if any reference to the esteem of parents.

2d. If the teacher should devote his time and energies to securing the interest of parents and succeed in so doing he would usually have a new and troublesome element to contend with. Ironically speaking, parents know better how to manage a school than teachers, and if any teacher is so unfortunate as to secure their attention and enthusiasm he will have to undergo the trying ordeal of listening patiently to a great deal of impractical advice, friendly but unwise suggestions, and patronizing criticism. Every teacher has passed through more or less of this experience. The failure on the part of the teacher to adopt these absurd suggestions and changes will inevitably lead to coldness, indifference, and perhaps positive enmity and opposition.

3d. The boastful enthusiasm and interested attention of parents are no proper and certain indication of a good school in any case. It is often the case that on account of a fondness for or adaptation of the teacher for Spelling or Mathematics, Rhetorical Exercises, or some other specialty, the patrons of the school are greatly interested and take pride in referring to their successful teacher, whereas the truth would very probably be that an impartial report of experienced examiners would condemn the school and teacher as being deficient in the necessary requisites of genuine progress and right education. That is a good school where proper attention is given by the teacher to the subjects taught; and that is a good teacher who has his hobbies and specialties, but gives prominence to all branches, secures and insists on diligence and understanding. Good teachers, if they regard the high aims of their profession, will not pander to the taste of parents and others for remarkable progress in some precocious development, but will rather insist on those greatly-neglected and commonplace but highly-educational processes which enter into every one's social, moral, and business relations. It is even claimed with some show

on that in a majority of cases it is beneficial to children to give them of the boastful conversation and false impressions which are unhappily induced in their minds by indulgent and rant parents. This can be done and is done best in the public school where the great levelling and educating process of this country is carried on. Let the teacher have a higher regard than the good will of the parent. He who cares least for the child will secure most of it. Attain success in spite of parents rather than by their help. That will be most gratifying which gives the consciousness of victory attained over unreasonable opposition and apathetic indifference.

G. B. G.

OFFICIAL DEPARTMENT.

acted by the Hon. J. J. Burns, State Commissioner of Common Schools.

QUESTIONS AND ANSWERS IN MATTERS OF SCHOOL LAW.

Question 14.—Does a “village incorporated for special purposes” become a village district under sections 1 and 5, or a special district under section 6?

Answer 14.—In my opinion, neither. The lack of coincidence between the municipal code and the school law is, I think, intentional, and as the code does not, by name, create such a corporation to be a separate corporation of any kind, it remains part of a township or special school district. There is no school district “corresponding to its grade” so that section 5 may take effect. Again, it can not be a special school district under section 6, for it has not “been established by a vote of the people” by County Commissioners; nor has it as a *school district* been established by a general or local act of the General Assembly.

The village of North Bend 73 O. L. 255 must have been a sub-district or part thereof, and there seems to be no claim that it was a village district or a special district either till made to be the latter by special act. If the given case were an incorporated village (general) it is sound construction to hold that the amendment to Sec. 4 (74 O. L. 140) restricts so that the village will not become a village district without a vote of the electors in the manner set forth in the amendment. The amendment is more recent than the section. In the revised code these “villages for special purposes” are called hamlets.

Question 15.—How long must a voter, either married or single, be a resident of a sub-district in order to vote at the election for director?

Question 16.—Suppose A lives in sub-district No. 5, and owns a farm there; until about a month previous to election he rents a farm in sub-district No. 1 and moves upon it with his family, and has resided there since. Is A a voter in sub-district one or five?

Answer 15 and 16.—In one, that is, if he has resided in the State one year and in the county thirty days. Each township is an election precinct and the general election laws make no provision for the case of one who has moved from one part of a precinct to another *e. g.* removed from one sub-district to another of the same township. "There shall be election by ballot * * * by the qualified electors thereof." I venture to give my opinion that, it being admitted that a man is a *qualified elector* of a township, he may vote in the sub-district where he *bona fide* has his home, whether he be married or single.

Question 17.—Does Sec. 43, Ohio School Law apply to a tie vote in an election in a sub-district?

Answer 17.—I think that by analogy it does. The chairman and clerks, as well as the township officers, as judges of the election may decide it *forthwith* by lot.

PHIL. T. TURPIN ESQ., LINWOOD, O.

Dear Sir:—Your question as to the duty of a township clerk after a teacher has filed the required papers, to issue an order for his pay according to the certificate of amount due from the local directors in defiance of any rule or resolution of the township board of education, brings up a vexed question of conflicting jurisdiction between boards of education and local directors.

By Sec. 53 of the School Law of '73, power is given to directors to employ teachers and fix their salaries or pay, which authority, if they could lay taxes at pleasure would seem unlimited.

But let us note some of the limitations. They do not assess taxes on all. This power belongs to another body and with them is restricted to a certain number of mills on the dollar. Of course the directors can make necessary a levy beyond the statutory amount; and here is the restriction upon the local directors of a township in the aggregate.

Next, as to a sub-district, an additional limit is placed; for the township board, Sec. 60, must apportion that part of the local levy set apart for continuing the schools after the state fund has been exhausted; and the salaries or pay of the teachers of any sub-district shall not, Sec. 53, exceed in any year the school moneys distributed pro rata by enumeration of the amount which shall be apportioned, as above.

In case the apportioning is not satisfactory to any sub-district, a writ of appeal to the County Commissioners is granted, and said officers are to *revise it*. (Sec. 60.)

What need is there of such right of appeal if the redress of a grievance is in their own hands? And further what advantage accrues from having the funds *apportioned* if no one is bound by the apportionment?

Section 60 the board of education must provide for continuing the same the same length of time each year.

How can they do this without some basis as to time and wages to work upon? And where is such a basis if each board of local directors acts in its own discretion, and the township clerk, township treasurer, county auditor must be governed absolutely by said action?

The whole tenor of the law and the decisions of the courts decide the amount authority, in general, of the board of education.

A decision of the Supreme Court in the State v. Wilcox 11 Ohio State Reports 326 and 327 has been relied upon for the support of an opposite view from the one I am taking, but its weight is surely much lessened, if rendered null by the fact that the law of 1853, amended April 18, 1854, was repealed by the statute of 1873, May 1, and that the restricting provision I have quoted was not found in the law of the earlier date.

It may be urged that the law says the directors shall fix the pay of teachers, but just as explicitly it says such pay *shall not exceed*, etc.

In my opinion this means that the engaging of teachers is a duty of the directors, and also the fixing of their wages, with the provision that wages shall not exceed the amount subject to their order. If what is deemed necessary has not been provided they have recourse to the commissioners.

If they go beyond the amount legally provided, the teacher may hold himself responsible, personally, for the surplus; and the township clerk, as officer of the board, is bound to take notice of all lawful rules of the board, and govern his actions accordingly.

Where township boards are not as liberal minded as they should be, they do not recognize the difference between parsimony and economy it is unfortunate indeed, but in this letter I have been aiming at a strict but correct interpretation of the law, hoping thereby to diminish the number of contentions between the parties whose legal powers are in question.

SCHOOL COMMISSIONER'S ENGAGEMENTS:—June 7, Commencement, Frankfort; June 14, Commencement, Greenville; July 8, Normal School, Ada; July 11, Normal School, St. Paris; July 23, Normal School, New Lisbon; July 26, Normal School, Worthington; July 30, County Institute, Miami Co.; August 2, County Institute, Brown Co.; August 6, Normal School, Jackson Co.; Aug. 8, County Institute, Logan Co.; August 14, County Institute, Harrison Co.; August 19 and 20, County Institute, Lorain Co.; August 21, County Institute, Hancock Co.; August 22, County Institute, Shelby Co.; August 23, County Institute, Preble Co.; August 26, County Institute, Seneca Co.; August, 28, County Institute, Jefferson Co.; August 30, County Institute, Perry Co.; September 5, County Institute, Delaware Co.; October 17 and 18, County Institute, Stark Co.; October 31, County Institute, Fulton Co.

EDITORIAL DEPARTMENT.

—It has been some time since the Northeastern-Ohio Teachers' Association has met outside of Cleveland. The next meeting will be held on the second Saturday of this month (June) in Akron. (In our last issue the second Saturday was given incorrectly as June 15 instead of June 8.) It is hoped there will be a good attendance. The High-School Course of Study will doubtless be the leading topic of interest. Teachers from towns than Akron will be cordially welcomed by the city that was first to establish a graded system of schools in Ohio.

—We believe that there are many teachers that take very little notice of the physical condition of their pupils. Being so often deceived by designing, who under the pretence of illness, ask for certain privileged exemptions, they are in danger of overlooking the ailments of honest pupils. Sometime since W. T. Harris talked to the St. Louis teachers "The Proper Care of the Brain," in which he gave the following as some of the symptoms of *overwork* in children, which teachers and parents should be quick to observe and remedy if possible: "Vertigo, dizziness, headache, palpitation of the heart, defective memory, melancholy, neuralgia, sleeplessness, impaired digestion, paralysis or *numbness*, perversion of special senses, auditory and ocular spectra, general loss of tone, which predisposes to disease."

—An invitation has been tendered to Dr. John Hancock for the National Educational Association to meet in Philadelphia next year. We hope it will be early accepted and arrangements made for such a meeting of the Association as shall eclipse all those that have as yet been held.

—The following is Senator Burnside's bill for the introduction of Literature and Social Science into the Schools of the District of Columbia. "These things could be thoroughly taught as easily as to legislate and if they were, these teachers would be greatly rejoiced."

"Be it Enacted, etc., That the school officers shall introduce as a part of the exercise of each school in their jurisdiction, instruction in the elements of literature and moral science, including industry, order, economy, punctuality, patience, denial, health, purity, temperance, cleanliness, honesty, truth, justice, politeness, peace, fidelity, philanthropy, patriotism, self-respect, hope, perseverance, fullness, courage, self-reliance, gratitude, pity, mercy, kindness, conscience, obedience, and the will.

SEC. 2. That it shall be the duty of the teachers to give a short oral lesson day upon one of the topics mentioned in Section 1 of this act, and to require each pupil to furnish a thought, or other illustration of the same, upon the following morning.

SEC. 3. That emulation shall be cherished between the pupils in accumulating thoughts and facts, in regard to the noble traits possible, and in illustrating by their daily conduct."

—We call the especial attention of Superintendents and Boards of Education to the following from the New-York Tribune in relation to light in the School-room :

Proper lighting in the public schools is a subject which cannot be discussed too often in American cities, where the increase of short sight is so apparent. There were some useful suggestions in a paper read by Dr. Stern before the Hartford Social Science Club, on Tuesday evening. He urged the importance of paying more attention to the direction and quantity of light in the school-room. As a rule, schools require more light than dwellings, because pupils need to see equally in all parts of the room, and cannot approach a window, as they may do at home, if the light is insufficient. Moreover, scientific tests have determined that the ratio between light required and floor measure is definite, so that for every four square feet of floor there should be one foot of glass. The ordinary ratio in school-rooms is one foot of glass to ten feet of floor. In many school-rooms the light comes from behind the pupils, so that they sit in their own light, or it comes from the front and dazzles. The light should come preferably from the left side or over the left shoulder, as then the right hand and body do not shade the book. The color of the walls is also important in connection with light, drab is a good tint for the walls. The desks now in use could be improved very materially for the prevention of stooping by making the covers hinged at the front. This could be done at little expense by hinging the front edge of the cover and attaching a movable support beneath the upper edge, so that the inclination could be increased or diminished at will. The best position for reading is to hold the book erect or slightly thrown back, and with the left shoulder to the book, so as to have the eyes in the shade, and the light falling obliquely on the page. The book should be held from twelve to eighteen inches from the eyes, and should be brought up toward the face instead of bending the head to the book. Near-sighted persons are very apt to hold the book nearer than is really necessary to see. It requires more effort for them to read at the far point of vision, but this extra effort is a benefit in preventing the increase of the trouble."

—We expect to enjoy at Put-in-Bay July 2, 3, and 4th, the annual convention of looking into the faces and shaking the hands of the earnest members of Ohio who have done so much to add educational reputation to the State. Come one, come all. Put-in-Bay has lost none of its charms. We trust also that some of the teachers then and there will, in view of the postponement of the National Educational Association to 1879, consider the propriety of attending the Forty-eighth meeting of the American Institute of Instruction to be held at Fabian's Hotel in the White Mountain, N. H., July 9, 10, 11, and 12.

—We earnestly request our readers in the different parts of Ohio to send us by letter or marked papers local educational news. Many of the secretaries of local associations fail to report their meetings directly or indirectly, and to send marked papers containing their newspaper reports. This is a standing request. For our July issue we want a list of the dates of the graduating exercises in Public High Schools and Colleges, and the number of graduates classified by sex, and for our own use a list of the names of the Institutes, time of beginning, duration, place of meeting, and principal instructors. Don't forget these requests or wait for some one else to supply with them.

—We take pleasure in transferring to our pages the following editorial in one of the numbers of the Educational Weekly. We hope it may have the effect not only to put money into the treasury of the National Educational Association but also valuable information into the minds of those who decide to purchase the valuable volumes alluded to.

"The different volumes of Proceedings of the National Educational Association may be obtained by addressing the Secretary, W. D. Henkle, Salem, Ohio. They are of permanent value to teachers, and cost only two dollars each. Two dollars invested in such a volume will return a higher rate of interest than ten times as much paid for bonds or stock in something extraneous to the profession. A teacher looks forward to a life of study and labor in the field of education, he has at his command any such volume which contains full and able discussions of living educational questions. It is ignorance of the experience of others which most frequently causes our own discomfiture in business or teaching. If we keep ourselves informed of the means used and the results obtained by others, we are likely to meet with the same delays and embarrassments which beset their path in the earlier part of their career; but if we carefully consider the views held by others, and learn from their experience the means which cost them so dear, it may be in our power to obtain results equally satisfactory, though with less experience and at less cost. In the meetings of the National Educational Association, the ablest, most experienced, and most successful teachers discuss the problems which younger teachers are struggling with in their schools, and it is frequently the case that definite conclusions are reached on the most important problems are solved by these discussions. The record of these discussions, accompanied by the papers in full which are read at the meetings, forms a volume which no successful teacher can hope to dispense with. They are a guide to instruction; they furnish food for thought; they inspire to a higher grade of work; they educate the educator, and are, in a word, the teacher's best exposition of his daily work."

—SEVERAL educational periodicals have copied what we said in the last month as to teachers and educational journals. The Educational Weekly has appended the following to our remarks:

"The above is from the editorial department of the *Ohio Educational Monthly* for May. It was written by an eminent educator. It is the expression of a truth which has been said and written by the best teachers for a half-century in this country, and what will be said and written in all future time, while the profession of teaching remains and the discrepancy between 50,000 subscribers and 250,000 teachers continues to exist. What is said in another place about educational annuals and the volumes of Proceedings of the National Educational Association may be repeated here with added emphasis. The annual is valuable—probably, as far as it goes, more uniformly so than the monthly or weekly periodical, but no true teacher will care to, and no successful teacher can dispense with at least one educational journal which presents the latest and best thoughts on educational subjects. No teacher has a right to a certificate who does not take means to avail himself of such periodicals, and the conviction is fast approaching a conclusion among examiners that no such teacher shall be permitted to hold the place of instructor in the schools of the land. There are enough teachers in each State to afford a handsome support to a weekly journal, and it ought to be done. We hope to live long enough to see that day."

—We earnestly request that our readers in the different counties of each State will forward to us immediately a statement giving the following facts as to their next Teachers' Institute:—Time of beginning, duration, and place of meeting, and principal instructors.

—PRESIDENT B. A. Hinsdale, of Hiram College, who has become somewhat widely known from his paper on "Our Common-School Education," read in Cleveland, December 1876, published a full-column letter on the High-School Question in the Cleveland Herald of April 29. He alludes to the two theories of government, the paternal in which the State is everything and the individual nothing" and the non-interference theory in which the State is reduced to a *minimum* and man enlarged to a *maximum*. Although recognizing the difficulty or perhaps impossibility of carrying out fully in practice either of these theories, he says that our government belongs to the non-interference type, and that the organization and support by it of "an extensive and expensive system of public schools seems a contradiction." He closes as follows:

"But I have heard and read a good deal of wild vamping talk on the high-school question, and it seems to me time to come to fundamental principles. On what ground is the publicist, the statesman, or the educator to defend the high school? Is the public so much interested in educational questions, I respectfully ask the ardent champions of the high school of to-day to buckle down to the argument and answer the important questions just propounded. Especially let me tell us whether the principle on which they ground the high school also includes the widest education of which man is capable. Must the State, to be consistent, also furnish free colleges and universities, free literature and art-training, free drama and opera, and a free trip to Europe? Is the high school, with its extended course, to be continued because it is a "good thing;" because it is a "good thing" to the system, or because it is the "poor man's" college? It seems to me that the discussion should be centered on some principle. Let us have the high-school theory formulated. My purpose is accomplished now that I have stated the elements entering into the problem."

Although Pres. Hinsdale claims only to state the problem without discussing it, it is plain to be seen how he stands. He wants the high-school question fully formulated. We think we can get along without the formula. Governments are not carried on by any fixed theories, they are the result of forces. High schools are the same. The forces of society may only extend the scope of education, indeed, we rather expect that this may be done, and after the government has secured a wide diffusion of knowledge and a consequent desire for it, it may turn over entirely to the people the whole system of public schools. Governments do what the people please provided their acts are endorsed by the people. The people never think nor act according to formulas, although philosophers may. Governmental theorists can spread their views among the people (what other means is there to accomplish this than the higher schools), they may possibly get the mass of the people to adopt their theories and act on them. When that time shall come the United-States government would, by the theory, cease to carry on a postal system, which is not sustaining, there being now several millions of dollars of deficiency annually. The payment of this deficiency gives our government something of the type of a paternal government. The truth is, we think, that the best government is one in which the two theories are judiciously blended. Educators may well for the present, at least, adopt Locke's formula for the function of government, if we must have a formula, namely,

"The End of Government is the Good of Mankind."

—THE State Board of Examiners will hold an Examination at Put-in-on June 28, and 29. Those interested will please take notice.

—TEACHERS ought to be at no loss how to spend a part of the sum profitably. (See our advertisements). There are Mr. Stewart's Music Institute at Warren, for the musically inclined, Mr. Hailmann's Kindergarten Institute at Sandusky for primary teachers as well as mother Profs. Goodnough's and Thompson's Art Schools at Worthington Lafayette for those desirous of learning how to teach Industrial Drawing. Prof. Hamill's Elocution School at Jacksonville, for those wanting voice culture, as well as the summer Normal Institutes.



EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always re-mail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THE June Wide Awake is an excellent number.

—It is said that there are 104 Normal Schools in British India.

—THERE are 1548 pupils enrolled in the Chicago High Schools.

—COMMENCEMENT Day this year at Buchtel College will be June 20.

—THE National Repository for June contains several interesting articles.

—FIVE young ladies graduated from the New-Lisbon High School May 24th.

—A NEW School building is to be erected for the Normal School at Ada, Ohio.

—THE California Educational Association will be held in Sacramento July 1, 2, 3.

—THE next meeting of the Georgia Teachers' Association will be held in Barnesville.

—THE date of the Graduating Exercises of the Cambridge, Ohio, Normal School is May 31.

—OF the 104 students at the Johns-Hopkins University, 54 are graduates of other colleges.

—TEN students are to graduate on the 15th of this month at the Normal School at Ada, Ohio.

—SCRIBNER'S Monthly and St. Nicholas for June are as usual full of interest to old and young.

—NINE pupils, one boy and eight girls, graduate this month from the Public Schools of Warren, Ohio.

—OF the 19,479 students in the ten universities of Spain 12,453 are in the schools of law and medicine.

—We send the Parents and Teachers' Monthly with the Ohio Educational Monthly for \$1.90 a year.

—Five pupils, two boys and three girls, graduated from the Waynes (Ohio) High School, May 17.

—The Pacific School and Home Journal has donned a beautiful new cover with a tasteful design on the first page.

—The Greene-County Association met in Spring Valley, May 11. We have received no account of the proceedings.

—A new and enlarged edition of Jordan's Vertebrates is announced by H. J. Mansen, McClurg & Co., as in preparation.

—Eight pupils, one boy and seven girls, will graduate from the Public High School of West Salem, Ohio, June 13.

—At a meeting of the New-Orleans School Board on May 1, it was decided to pay teachers for the vacation months.

—At the recent Inter-State Oratorical Contest in St. Louis, Knox College, Ill., took the prize by its representative E. A. Bancroft.

—The salary of the School Commissioner of Rhode Island is \$2500 a year, but that of Ohio is only \$2000. We take no pleasure in stating this.

—In the month ending April 19, there were 332 pupils in the New-Orleans Schools not tardy, 86 cases of tardiness, and 170 visits to the principals.

—It is said, that there is a probability of a meeting, in August at some central point, of teachers for the purpose of organizing a Southwestern Educational Association.

—The Executive Committee has decided to hold the next meeting of the Guernsey-County Teachers' Institute in Cambridge, beginning on Monday before Christmas.

—Five young ladies were to graduate from the High School of East Liverpool, Ohio, May 31, and to be addressed by Geo. P. Hays, President of Washington and Jefferson College.

—We have received from J. Ormond Wilson a "Catalogue of the Exhibits of the Public Schools of Washington, United States of North America, at the Paris Exposition, 1878."

—The Michigan State Normal School at Ypsilanti is hereafter to be wholly professional. There are to be three courses. We shall look with interest as to the success of this new departure.

—A General Catalogue of Choice Books for the Library has been issued by Robert Clarke & Co., Cincinnati, Ohio. It is a 12mo of 242 pages and will be sent by mail prepaid for 25 cts.

—L. D. BROWN met two township School boards at their spring meeting at Washington and Gasper, and induced them to put Webster's Spelling Book and Dictionary in each school house in each township.

—The Popular Science Monthly for June is filled with interesting articles among which are "The Scientific Study of Human Testimony," "The Cardiff Giant and other Frauds," and "On Brain-Forcing."

—WE have received No. 2. (No. 1 never came to hand) of the *Phœnix Educator*, edited by Elias Longley of Cincinnati, and published by C. C. Longley, in St. Louis. It recalls the days of former years.

—THE Summer School of Elocution (Prof. S. S. Hamill's) advertised in this periodical promises to be a grand success. Prof. Hamill's School last year in Cincinnati it will be remembered was very successful.

—THE American Philological Association will be held in Saratoga, N. Y., July 9, 10, 11, and 12, the same days that the American Institute of Instruction will be held at Fabian's Hotel in the White Mountains.

—A SIX-WEEKS' Teachers' Summer Review Class will convene at Bedford, Cuyahoga Co., Ohio, July 5. Tuition \$5. Send to P. O. Box 100, of Collamer, or O. C. Hubbell, of Chagrin Falls, for a circular. Board will be had at \$3 a week.

—THE American Antiquarian is an illustrated quarterly journal now published at Ashtabula, Ohio, by the Archaeological Exchange Club, edited by the Rev. Stephen D. Peet. Price \$2.00 or 50 cts. a number will be sent with the Ohio Educational Monthly for \$3.00 a year.

—A RECENT number of the *Daily Graphic* gives four illustrations of the buildings and offices of Van Antwerp, Bragg & Co., of Cincinnati, also a detailed history of the firm and its present *personnel*. The extent of the business of this publishing house is a remarkable illustration of western enterprise.

—AMERICAN YOUNG FOLKS is the title of a 16-page illustrated monthly paper for boys and girls published at Topeka, Kansas, by J. K. Huie, at only 50 cts. a year. It aims to furnish useful and entertaining material without resorting to the publication of sensational stories. The Magazine was the fifth of vol. IV.

—THE May-June number of the *North-American Review* is excellent. It contains an article on the Discipline of American Colleges by Dr. McCosh and one by Edison on his phonograph, besides other interesting articles. The Review under its new management exhibits more vigorous life than formerly.

—WE have received from the Hon. J. W. Simonds of Milford, N. H., printed lists of the questions used for the examination of the Grammar-School Classes, in Spelling, Arithmetic, Geography, Grammar, and United States History, and a programme of the subjects that are to be discussed at the Teachers' Meeting, April 26.

—THE Fourth Annual Commencement of the Ottawa (Ohio) Normal School was on May 16. The number of graduates was five, one boy and four girls. Each graduate had two exercises an essay and an oration, the salutatorian and valedictorian three exercises. The Hon. J. J. Campbell addressed the people the evening of the 15th in the Court House.

—EIGHTEEN pupils, four boys and fourteen girls, will graduate from the Public High School of Salem, Ohio, June 13. This is the largest graduating class the school has ever had, the first class consisting of two only in these being Anna R. Kuhn (Mrs. Weaver) now engaged in Missions, work in South America and Laretta Barnaby, now teaching in the School of Clyde, Ohio.

—MAY 29 and 30 were the days set apart for the examination of the Public Schools of Washington C. H., by ten committees appointed by the Board of Education. Among the names of the members of these committees we notice those of several school superintendents of other towns, namely, Wm. Reece, J. H. Grove, C. L. Clippinger, and Samuel Major. The graduating exercises will take place June 3. Four boys and three girls will graduate.

—Our readers should not fail to read the page of G. & C. Merriam in our advertising pages. Webster's Quarto Dictionary, the best as yet published in the English language, has recently become the property of hundreds and thousands of persons who never before were owners of it. No doubt whether any other publishers in the United States would have been as much to perfect this great work as the Merriams. They have devoted their energies solely to this work.

—A NORMAL Institute is to be held in St. Paris, Ohio, beginning June 1 and continuing four weeks. The regular instructors are to be G. W. Under of St. Paris, and Wm. Callihan of Mechanicsburgh. Three sessions are to be held each day, one in the forenoon, one in the afternoon, and one in the evening from 7 to 9. Van B. Baker will give an evening lecture June 27, C. W. Williamson one July 2, Hon. J. J. Burns one July 4, and C. W. Bennett one July 17. The tuition fee will be \$5.00.

—"THE Preble-County Teachers' Association held its last meeting for the year April 20. The following was the programme:—"Emerson," a paper by Miss A. Alderman. Owing to the absence of several who were to give papers for the forenoon, the rest of the time until noon was taken up by wrangling over some parliamentary questions, to the edification of the wranglers. The dinner was an item of the day. Miss Alderman entertained twenty-five or thirty teachers at the Reichel House. In the afternoon; 1st, "The Teacher," a paper by B. F. Morgan. 2d, Recitations, "The Wolves" and "Face against the Pane," by Mrs. Lee Marsh. 3d, "Music in Common Schools," a paper by J. B. Munger. 4th, "Elocution," by T. A. Pollok, and a recitation, "The Mariner's Dream," by O. P. Wiley. 5th, "The Teacher's Work," a paper by Chas L. Loos of Dayton. 6th, "Archie Dean," a recitation by Misses Palmer and Reusman. 7th, "Our Association," an address by L. D. Brown. 8th, Recitation, Mrs. Lee Marsh. The meeting closed by singing "Auld Lang Syne."

—THE following is the programme of the Iowa Association of Principals and Superintendents, to be held at Iowa City, June 25, 26, 27, and 28, 1878. The subjects for discussion will be taken from the following topics:

"The Examination of Schools." "Teachers' Meetings."

"School Records and Reports." "The Practical Side of School Supervision."

"How Many Studies Should a Pupil Pursue at One Time?" "The Methods of the Taught."

"The Natural Method of Teaching Ancient and Modern Languages." "What Constitutes a Complete Grammar-School Course?"

"Industrial Education." "The High School from a Tax-payer's standpoint."

But one selection will be made from each group of subjects, and ample time given for a full and free discussion.

The sessions will commence at 2 o'clock each afternoon.

—THE Southeastern-Ohio Teachers' Association held its first annual meeting in Marietta, April 19 and 20. The Association was organized to embrace Wood County, West Virginia, in Ohio, the counties of Washington, Meigs, Athens, Monroe, Morgan, Noble, and such other counties as may hereafter come into the Association. T. C. Ryan of Sharon, Noble Co., read a paper on "The School, the Soul of the Higher Life of the State," which was discussed by Messrs. Rice, Mitchell, Gear and others. The Hon. J. J. Burns read a paper on "Ohio School Law," which was discussed by Dr. I. W. Andrews. In the evening Mr. Burns delivered an address on "Human Nature." On Saturday the 20th, Prof. Gear read a paper on "The High-School Question." It was discussed by Messrs. Heston and Follett. E. E. Cox of Parkersburg, West Virginia, read a paper on "The Study of English," which was discussed by Messrs. J. Charter, Jenkinson, and Burns. J. M. Goodspeed read a paper on "What is Success," which was discussed by Messrs. Devol, Rosseter, and Andrews. A constitution was adopted and the following officers elected:—President, J. M. Goodspeed of Athens; Vice Presidents, J. H. Charter of Parkersburg, J. G. Schofield of Caldwell, and C. K. Wells of Belpre; Sec. and Treas., O. M. Mitchell of Marietta; Ex. Com., E. E. Cox of Parkersburg, T. C. Ryan of Sharon, and R. S. Devol of Athens. The time of the next meeting will be determined by the Executive Committee. Mr. Goodspeed tendered an invitation to meet in Athens.

—THE Warren-County Teachers' Association met in Morrow, April 27. W. J. Cook presented "Some Remarks on the Metric System." This subject was further discussed by F. M. Cunningham, the Hon. J. J. Burns, and others. W. J. Cook, F. M. Cunningham, and Belle Brown were appointed a committee to prepare resolutions on the subject. The Hon. J. J. Burns lectured upon the Ohio School Laws. His remarks covered a wide range of subjects and were listened to with interest. In the discussion which followed certain questions were answered as follows: That there is a general sentiment throughout the state in favor of County Supervision, that in rural schools examinations in writing should be made at the middle and close of each term, that in the absence of any Board of regulation a teacher should continue school in session each day six hours, and that a pupil in going to and from school is subject to the authority of both parent and teacher. The Association after passing the following resolutions reported by the committee adjourned to meet in Lebanon, May 25.

WHEREAS, We believe that the metric system on account of its simplicity, uniformity, inalterable base, decimal multiples and sub-divisors, and expressive nomenclature, is deserving of the favorable consideration of all educators, and that by its adoption in our country much of practical value in education and business will be found, therefore be it

Resolved, That we earnestly recommend to the teachers of our county that they thoroughly investigate the system and teach it in their respective schools, and that

use their influence in educating public sentiment to the end that the people demand legislation that will make the system obligatory in our country. resolved, That we urge upon our State Legislature to make an examination in metric system obligatory upon all.

—The following is from the Akron Beacon, a staunch supporter of Public Education.

At the last annual meeting of the Ohio State Teachers' Association, held at Putt-ay in the early part of July, 1877, a committee consisting of E. W. Coy, Principal of the Hughes High School, Cincinnati, E. H. Cook, Principal of the Columbus High School, and H. P. Ufford, Principal of the Chillicothe High School, was appointed to collect data concerning the High Schools of the State, ascertaining their courses of study, class of citizens most benefited by their maintenance, &c. In accordance with this action, circulars have been prepared, one of which was re-ceived by Superintendent Findley a few days since, containing blanks to be filled, means of which the desired information can be obtained. Among other things tabulated list of the occupations of parents of High-School pupils appears on the back, the evident object of which is to discover the truth concerning the common complaint that the High Schools are supported by the laboring men of the country to the benefit of the children of the rich. Here is the showing for Akron :

Mechanics and laborers.....	89
Farmers.....	24
Widows.....	22
Professional.....	16
Merchants.....	14
Agents.....	11
Manufacturers.....	10
Small shop-keepers.....	6
Orphans.....	5
Clerks and book-keepers.....	4
Capitalists and bankers.....	2
Peddlers.....	2
Artists.....	1
County officers.....	1
Total.....	207

—We have been furnished with the following account of the second meeting of the Tri-State Association held in Toledo last month:

At the Superintendent's meeting held May 3d, in the evening the reading of the High School in the various communities represented was discussed, and afterward the Course of Study in the High School. There were present Sup't McDonald and Messrs. Smith, Squire, and others from Toledo, Curran and Collins, of Sandusky, Ross, of Fremont, Brown, of Toledo, McCasky, of Napoleon, Sater, of Wauseon, Jones, of East Saginaw, Gower, of Saginaw, State Sup't H. S. Tarbell, of Michigan, Prof. Howells, Ypsilanti, Swift, of Laporte, Indiana, Glenn, of Kendallville, Ham, of Monroeville, Ohio, Stanberry, of Pt. Clinton, Wright, of Alliance, and others. Saturday, May 4th, brought out an attendance of thirty or more teachers and friends of education. The first paper was read by B. B. Hall, Supt. schools of Tiffin, Ohio. Subject—"Elements of Success in the Teacher." In the absence of G. W. Walker, of Lima, Ohio, the discussion was opened by E. T. Hartley, of Fostoria, Ohio. He was followed by Supt. Oakes, of Norwalk, W. I. Squires, of Toledo, E. H. Cook of Columbus, and Prof. Edward Olney, of Michigan University. Wm. H. Payne, of Adrian, Mich., addressed the Association concerning "Some Mis-

takes we are making," 1st, We resent criticism. 2d, We foster a distaste for the *Philosophy* of Teaching. The subject was discussed by J. C. Jones of East Saginaw, Mich., R. W. Stevenson, of Columbus, and U. T. Curran of Sandusky, Ohio.

The third subject presented was by Edward Olney, of Mich. University, "A More Rational Course in Mathematics." Discussed by C. A. Gow of Saginaw, Mich., H. S. Lehr, of Ada, Ohio, A. J. Rickoff, of Cleveland, and Hon. J. J. Burns, Ohio State School Commissioner.

The fourth subject was "Some Difficulties in my Teaching"—a paper by Lucius B. Swift, of Laporte, Indiana. Discussed by Hon. J. J. Burns.

At the close of the programme Miss Callie Vineyard entertained the Association with two of her inimitable recitations.

Adjourned to meet the first Saturday in October.

The programme was enlivened from time to time with music prepared for the occasion."

PERSONAL.

—C. H. JUDSON is President of the Greenville Female College, S. C.

—MISS JULIA WHEATLY has been re-elected to her position in West Salem, Ohio.

—J. T. DUFF has been re-elected Superintendent of the Public Schools of Bellaire, Ohio.

—W. T. HUFFORD has been elected Superintendent of the Public Schools of Ada, Ohio.

—DR. S. H. MCCOLLESTER, of Akron, will address the graduating class at West Salem, June 13.

—P. W. SEARCH has been re-elected Superintendent of the Public Schools of West Liberty, Ohio.

—J. C. MURRAY has been re-elected Superintendent of the Public Schools of Lebanon. Salary \$1200.

—G. N. CARRUTHERS has been unanimously re-elected Superintendent of the Public Schools of Salem, Ohio.

—THE HON. ALONZO ABERNETHY, of Chicago, resumes this month his residence on his farm near Dennison, Iowa.

—FRANK CUNNINGHAM has been re-elected by the Genntown School Board. He has already served three years.

—THE HON. J. G. McMynn has been quite a number of years past conducting an Academy for Boys in Racine.

—PRES. MCCOLLESTER has resigned his position in Buchtel College. He is to be succeeded by the Rev. M. Rexford.

—JOHN TRIMBLE, of Kenyon College, Ohio, died at Gambier, April 1. He had been connected with the college 25 years.

—HOMER J. CLARK formerly of the Poland Seminary has taken up his residence in Akron as agent of Van Antwerp, Bragg & Co.

—MATTIE HAWKINS, a few weeks ago, resigned her position in the Grammar School of Warren, Ohio, on account of ill health.

—W. J. COOK, Superintendent of the Waynesville, Ohio, Public Schools, has gone to take charge of a school somewhere in Illinois.

—THE HON. J. H. Smart was announced as expecting to sail for Paris, July 11, in the steamer *Devonia*, to be absent until the last of July.

—A. M. ROWE has been re-elected for two years as Principal of the Steubenville High School. He has served in the same place for eight years.

—JOSEPH REA has been unanimously re-elected Superintendent of Public Schools of Newcomerstown. Salary the same as the last year.

—ALSTON ELLIS, Superintendent of the Public Schools of Hamilton, has been appointed one of the Trustees of the State College at Columbus.

—THE HON. S. M. Etter has been re-nominated by the Democratic Party for the office of State Superintendent of Public Instruction in Illinois.

—F. M. ATTERHOLT has been re-elected Superintendent of the Public Schools of West Salem, Ohio. Next year will be his fifth in the same position.

—R. H. HOLBROOK, says the *Lebanon Star*, will teach in the National Normal School next year. He has superintended the schools of Vineland, N. J. for two years.

—J. P. PATTERSON, of Washington C. H., has issued an Institute-Work Circular. His subjects are Physics, Chemistry, Natural History, Microscope, and Metric System:

—CATHERINE E. BEECHER, born at East Hampton, Long Island, in 1809, died at Elmira, May 12. She was connected with a Ladies' Seminary at Hartford from 1822 to 1832.

—PROF. M. C. STEVENS recently sold his farm seven miles from Salem, Ohio, and has taken up his residence on a newly-purchased farm adjacent to the City of Lafayette, Indiana.

—M. R. ANDREWS has been re-elected for two years Superintendent of the Public Schools of Steubenville. Mr. Andrews has served as Superintendent in Steubenville for eight years.

—W. H. VENABLE some time ago delivered before the Louisville (Ky.) Educational Association a lecture on "Practical Education." Mr. Venable is one of the best lecturers found in the ranks of teachers.

—J. E. SATER has been unanimously re-elected Superintendent of the Public Schools of Wauseon. Salary the same as at present. Mr. Sater, we believe, has served the Wauseon Board for nine or ten years.

—FLORIEN GIAUQUE, formerly a teacher, but now a lawyer, was elected at the Spring election in Glendale, by a vote of 205 to 2 a member of the Board of Education. Mr. Giaque has his law office in Cincinnati.

—A. C. BAGNALL has been unanimously elected Superintendent of the Public Schools of Dennison, Ohio. He has been teaching in the Grammar School. Mr. Wm. Hill has been Superintendent in Dennison for several years.

—C. GREBNER, whose name appears in our Teachers' Agency paper, writes that he is a German by birth, 48 years old, unmarried, that he has taught a long time in Europe, in the British and Dutch East Indies, as well as in this country.

—W. N. HAILMANN has resigned the editorship of the German educational monthly periodical published in Milwaukee. L. R. Clemm, Cleveland, has been appointed his successor. The paper will be continued to be published in Milwaukee.

—A. T. WILES who has served the people of Zanesville for sixteen years, has taught four years in Chillicothe as Principal of the Western District. In Zanesville he served three years as Principal of the Third District, and then five years as Principal of the High School before becoming Superintendent.

—GEO. J. LUCKEY has been re-elected Superintendent of the Public Schools of Pittsburgh for three years. Salary \$3000. We believe Mr. Luckey has been the only Superintendent that Pittsburgh has ever had, the office of Superintendent being established not more than a dozen years ago.

—PROF. JOSEPH HENRY, Secretary of the Smithsonian Institution, died May 13. He was born in Albany in 1797. Before he became, in 1846, Secretary of the Smithsonian Institution, he had distinguished himself in electrical investigations. We do not recall any notable addition to the knowledge he has made to knowledge in the way of scientific investigation since he was buried in Secretaryship.

—J. H. LEHMAN has been re-elected Superintendent of the Public Schools of Canton, Mary Lynch has been re-elected Principal of the High School, Anna McKinley, of the A Grammar, and M. Disler, B. D. Wilson, C. W. Chapman, and S. H. Rockhill, as Principal of Buildings. All the elections are for three years. All the 42 teachers of the city have been re-employed without reduction of salaries.

—ANDREW J. RICKOFF has been re-elected for two years Superintendent of the Public Schools of Cleveland, Ohio. Mr. Rickoff finishes this month his eleventh year in Cleveland. The Cleveland Board of Education is sensible to the last. Notwithstanding the great hullabaloo about the Cleveland Schools led by Mr. Groot he found no followers, and was the only member of the Board who voted against Mr. Rickoff.

—DR. E. T. TAPPAN of Gambier, has been so faithful an attendant at the meetings of the National Educational Association that he has heretofore declined all invitations to attend Teachers' Institutes the week of the annual meeting in August. There being no meeting this year he is at liberty to make engagements for any week in July or August after the Put-in-Bay meeting of the Ohio Teachers' Association the first week of July.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

JULY, 1878.

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✓ THE HIGH-SCHOOL QUESTION.

[A paper read before the Southeastern-Ohio Teachers' Association, held at Marietta, April 19th and 20th, by GEO. R. GEAR, Principal of the Preparatory Department, Marietta College.]

High Schools are institutions of comparatively recent date. There is but little more than thirty years since the first organization of such a school in Ohio. The first one in Cleveland was established in 1846; the first one in Cincinnati in 1847; the first in Columbus in 1848. The example of these cities was soon followed by others of a smaller size, until now almost every village in the State has some provision for higher instruction. The first organization of such a school was not without determined opposition, and from time to time they have been the subjects of violent assault. It was claimed that it is illegal to impose taxes for such a purpose; but we do not hear so much of that argument since the Supreme Court of Michigan decided a few years ago that the law providing for primary schools does not prohibit the establishment of others of a higher grade.

The opposition to High Schools comes mainly from three different classes, composed of very diverse elements. First, there is a class of wealthy aristocrats who do not wish their children to be brought into contact with those of laboring men and mechanics. They prefer to have them educated in private institutions of such an expensive character that only the

wealthy can patronize them. They decidedly object to taxation for the purpose of securing advanced school privileges for the children of the poor man. You will hear from the pathetic lamentations of the injury that such schools do in making poor people discontented with their lot, and thus unfitting them for labor. They emphatically endorse the language of George Robinson, of New York, who in a recent message to the legislature of that State says: "When the State has given to all the children a good common-school education, it should leave them to their own resources, and to follow such callings in life as their capacities fit them for. *To go beyond this is to injure rather than benefit them.*" That is language which we might expect from some aristocratic peer of the English House of Lords, but for a Governor of one of the largest and most intelligent States of this Union, to assert that an injury is done to the child of the poor man if the State gives him an opportunity to learn anything more than Arithmetic, Geography, and Grammar, seems passing strange. The intelligent poor man will regard the Governor's declaration as an insult to his manliness. But there is at the opposite pole of society a class of poor men who will heartily second Gov. Robinson in his effort to destroy the High School. They are not only poor but ignorant; and their poverty is largely due to their ignorance. *Their* children graduate at a very early age. Most of them never advance beyond division in Arithmetic, and for Grammar, they have no use for such nonsense. If they can scrawl their own names, and spell out words of three syllables, they have a finished education. They claim that the High School exists only for the benefit of the rich, and they loudly exclaim against the injustice of *their* paying taxes for such a purpose, whilst at the same time they have not, and probably never will have a dollar of taxable property in the world. This class is quite numerous in our large cities, and when the question of the continued existence of High Schools comes before the popular vote it will be found to be a strong foe; especially when reinforced by the crowd of close-fisted and penurious parents who care more for the few cents that their children can earn in manual labor, than they do for their becoming intelligent.

But there is another element which is much more dangerous than those which we have mentioned, because of the influence which they wield. It is a significant fact that so many of

religious papers are unfriendly to the existence of High Schools. This opposition arises partly from a mistaken idea that opposition to the maintenance of State Universities by taxation necessarily implies opposition to all education at public expense, beyond the elementary branches. The existence of distinctively Christian colleges, they feel to be a necessity, and they see what they consider important objections to State collegiate instruction. It is true, however, that some of the longest opponents of State Universities are warm friends of the High School. Moreover, if the general intelligence of the people were lowered by abolishing High Schools, it would amount to the injury of all colleges. Colleges flourish best in intelligent communities, and hence it is a short-sighted policy that would destroy High Schools for the sake of building up denominational colleges. Furthermore, some of the strongest arguments against State Universities have no force as against High Schools.

These various elements of opposition are just now strongly enforced by the general disposition to scrutinize closely all institutions supported by taxation, in order that, if possible, reduction of expenses may be made. To this latter fact we largely owe the recent efforts that have been made in our legislature to interfere with the school system. That the High School is in danger is a fact, and it is folly to hide our eyes, rich-like, while the foe is making assaults. It is far better to face our assailants, make such repairs as are necessary, and every way strengthen our defences.

I propose briefly to present some of the considerations which in my view render the High School a necessary part of our school system. And first it may be well to explain what is meant by this phrase, "a necessary part of our school system." It does not mean that by general State taxation High Schools should be maintained in every school district. Manifestly that is no more practicable than it would be for a farming district to require the construction of pavements in front of a man's property, or to require any of those various regulations which may be imposed upon the inhabitants of a city by its common council. The establishment of High Schools may well be left where legislation has left it hitherto,—in the hands of each community. The extent of High-School instruction must be determined by the character of a community and by its wealth. But it would be just as impolitic and unjust for the State to

declare that no town shall be allowed to impose special tax for the maintenance of schools of a higher grade within its limits, as it would be to deprive it of the right to impose taxes for local improvements that would contribute to the material advantage of its citizens. This naturally leads to the first consideration which I shall mention in favor of High Schools, namely:

They contribute to the material and social prosperity of the community which maintains them. One of the most important questions which will be asked by an intelligent man who has a family and children, when he is considering a change of location, will be, "What kind of school privileges does that town afford?" The answer which he receives will have large influence in determining his choice. Let it be known that a community has little interest in education, and that its schools are poor and of a low grade, and it will be likely to receive very few additions from men of intelligence who have children to educate. More than one man has left some location which, in a business point of view, seemed desirable, because it did not afford him such advantages as he wished for the education of his children. On the other hand, if a community be known to be intelligent and liberal in their provisions for education, maintaining schools of a high grade, employing good teachers, providing neat and suitable buildings and grounds, that town will draw to itself such a class of men as will add in no small degree to its prosperity. It is not merely the number of people in a place that determines its desirability as a place of residence; the *character of the inhabitants* is a matter of much greater concern. The opportunity to make money rapidly is but a small matter if it be weighted down by association with an ignorant and narrow-minded people. There is a reciprocal relation between a community and its schools. Good schools are an index of an intelligent community; and such schools become feeders upon which the standard of intelligence is maintained. So with an ignorant community; their poor schools tend to perpetuate their ignorance. It follows then that taxation which has for its object the maintenance of good schools, both of a lower and higher grade, is a wise expenditure of money, which can result otherwise than favorably to the best interests of the community. A town which is without a public High School works at a great disadvantage in competition with one which pursues a more liberal policy. Thoughtful people shun it.

has been well said that if "the inhabitants of a town wish to board it in and write 'finished' on every wall, let them abolish its institutions of higher learning."

In a recent number of the *New-England Journal of Education*, there was a letter from Tennessee which contained a passage in reference to a High School which had been organized within the past two or three years in the town of Trenton, in that State. The language used in speaking of that school seems so forcibly to present, in an individual case, the influence of such a school on the community that it is worthy of quotation. The letter says:—"The Peabody High School at Trenton, has obtained so firm a foothold, and what is better a *heart*-hold, that the value of property in the town has increased thereby; that Trenton is considered a desirable place in which to locate, on account of its excellent school; that the people will not listen to retrenchment whereby education is endangered; that they have voted in favor of the additional school tax, and carried the measure by a large majority."

It does one good to hear such facts as these from the South. Surely they ought to put to shame those who would destroy the High-School system.

A second consideration in favor of High Schools is *that they are necessary in order to furnish competent teachers*. This is especially true of those States that, like our own, support no Normal Schools. A school teacher who knows nothing higher than the common branches is not qualified to give such instruction as will tend to give his pupils intelligent mastering of the subjects taught. Their knowledge will be largely a matter of rote, and their highest authority for any process will be the fact that "the book says so." How can a teacher give proper instruction in Geography if he is unfamiliar with the great principles of the earth's physical structure? how imperfect must be his teaching of what is known as mathematical geography, if he knows nothing of geometry and astronomy; how dry and barren must be the instruction of the teacher who can tell nothing of those countries and cities which he requires the pupil to locate, but perpetually occupies their minds in memorizing unconnected facts that are sure to be soon forgotten. And so how can the teacher who knows nothing of language, save the technicalities of grammar, enable his pupils to rise to a comprehensive view of the subject? If he knows nothing of the principles of Rhetoric, if the history of our language is

unknown, if he has no knowledge of the grammar of any other language, what can his school work be but dull routine? may be said that High-School instruction is not always of character to develop broad views of a subject. . That is true but then the *tendency* of such knowledge as will be there gained is in the right direction. No pupil can go through a High School course without having obtained a much more intelligent grasp of subjects than he would have had without such assistance. As a matter of fact a decided majority of those who teach in graded schools are persons who have been pupils of our High Schools. Such schools are, then, doing a much-needed work in keeping up the grade of intelligence amongst our teachers. Blot our High Schools out of existence, and you will inevitably lower the intellectual standard of the teachers of our city schools. Lower that standard, and as a necessary consequence our schools will deteriorate.

The High School is furthermore *necessary to give the best efficiency to the lower grades*. It will be found that in those cities where the best High Schools are maintained, there the elementary work is most thoroughly done. Each grade becomes an incentive to activity for the pupils in the schools below it, admission to such grade being the reward of faithful study. This incentive acts with increased force as the pupil grows older, and the grade of the school becomes higher. Even those scholars of the grammar school who do not expect to take a full course in the High School are spurred on by the desire to pass such examination as would admit them to such school. Cut off the High School, and you will inevitably lower the standard of scholarship in the grammar grade. The benefit of the High School is not confined to those pupils who are there enrolled; it also reaches those who never enter its walls. The twentieth sixth report of the public schools of Philadelphia says of the High School: "The influence of this institution upon the other schools is believed to be worth more than all it costs independent of the advantages received by its actual pupils." Superintendent Philbrick, of Boston, in his annual report of 1874, says: "The common school is always feeble and inefficient when high schools, academies, and colleges are wanting. Educational science teaches that educational improvement works from the top downward, and not from the bottom upward."

On my way to school, I each day pass a yard in which is situated an arbor-vitæ tree. Some three years since an unru-

ow entered the yard and demolished the top of the tree. The stump and a few straggling branches escaped destruction, and they were left standing in hope that sufficient vitality remained to furnish a new growth. But there the poor unsightly trunk remains, still alive, but able to support only a few scraggly branches. That tree is a good emblem of the inevitable condition into which our schools will fall if the enemies of the High School succeed in their attempts to lop off the top branches of the system.

Time will permit only a brief reply to some of the most common objections brought against High Schools. It is urged that a community has no right to impose taxes for such a purpose; that when elementary education has been provided the limit of just taxation for school purposes has been reached. But it is difficult to see why a community may tax itself for keeping up public parks, for making costly improvements in streets, for building steamboat landings, and city halls, and yet be charged with injustice if it supports a school which gives to all its children the privilege of good mental culture, thereby adding to the intelligence and material prosperity of the community.

Again, it is objected that such schools mainly benefit the rich, who are able to give their children other advantages. As a matter of fact, however, three fourths of the scholars in our High Schools would not be able to bear the expense which such an education would cost in any private institution. This assertion is the result of five years' personal observation as principal of such a school. Hon. E. E. White makes similar statements concerning his experience and observation. Moreover, if the rich, who pay a larger proportion of taxes do receive some portion of the benefit of such schools what injustice is done? Is it not a decided advantage in every way that in these schools the children of the rich and of the poor meet on common ground? It is surely no cause of regret that High Schools are hostile to distinctions of caste.

The *expensiveness* of such schools is another ground of objection. It is true that a good High School cannot be maintained without a considerable outlay of money; but it is also true that equally good private instruction could not be supplied at anything like so cheap a rate. In a discussion before the State Teachers' Association, some years ago, Mr. Holbrook, Principal of the Normal School at Lebanon, took this matter up and

maintained that the cost of tuition in the High Schools was very cheap rather than very expensive. His experience in maintaining a private school makes him a capable judge on this point. In some cases such schools have been made needlessly expensive; but the community which provides liberally for its High School is making wise expenditure of money, and will in due time reap from it substantial benefit.

The conclusion of the whole matter is: Let us zealously defend the maintenance of our school system in its full integrity; and at the same time seek to make its work so efficient that all reasonable hostility will be disarmed.

THE RELATIVE POSITION OF DRAWING IN ELEMENTARY EDUCATION.

Mental development is the end sought by all study, and the relative position of the several branches comprising a system of education is determined by the relative value, to the masses, of the kind and degree of mental training afforded by the study of each branch. Reading is assigned the first position, for the reason, that its study develops the mind to an appreciation of the significance of the arrangement of certain arbitrary characters, and since written next to spoken language is the readiest means of communication, the development of the mind in many directions depends largely upon a knowledge of reading; therefore it is the most nearly universal means of mental development.

Each study is constantly arraigned for judgment, as it were, and is compelled to answer two questions; namely, what faculties of the mind is it calculated to develop? and of what practical use are these faculties? I am well aware that this is no new theory, and that every real educator is constantly striving to incorporate those studies into a system of education and to invent such methods of instruction as will give the maximum practical mental discipline to the masses. There is one branch of education, however, that has not received its due share of consideration in this particular. I refer to the study of drawing. I would have this study subjected to the same tests and stand or fall precisely as I would have every other. But I would not have the instruction in drawing violate every law of development and all our efforts turned to

mere production of apparent results, while the main and legitimate end is lost sight of entirely.

In order that we may apply the proper tests let us enquire: What drawing is? 2d, how we may learn to draw? and of what use a practical knowledge of drawing would be to masses in the ordinary pursuits of life?

1st. Drawing is the disposition of lines upon a flat surface such a way that when seen they create the same sense of expression as does the object which they represent.

2d. We see by rays of light entering the eye and impinging on the retina, these form an image of that from which they are reflected. This image is flat and is composed of masses of different colors and different degrees of light, and because it is a flat image it cannot be like the object which it represents unless the object is a flat surface and parallel to the surface of the retina. The picture of an object is flat and because it is so its position is parallel to the retina, and because it is parallel to the retina the image of the picture will be like the picture itself. Learning to draw then is a development of the eye and to an appreciation of the significance of the arrangement of lines upon a flat surface in such a way that their image on the retina will be like the image of the object which they represent.

3d. Since written or spoken language is quite inadequate to describe the form and position of even very simple objects, and since drawing is the language of form its office is to assist written language when it is most deficient. The practical advantages of a knowledge of drawing are generally admitted, I think that we do not begin to appreciate the advantage it would be to every one, and particularly to the mechanic and working classes if they had a command of drawing sufficient to enable them to describe form readily and with precision. The artisan's whole business is dealing with form and all sorts of makeshifts are resorted to and much valuable time is lost in attempting to convey ideas of form which a few strokes of the pencil in the hands of one who could draw, would make most plain. Furthermore drawing is a highly important factor in the education of the manufacturing classes, because, as the study and practice of drawing is a study of form and its description, it trains the mind to a higher appreciation of the beauty of form and the value of the harmony of proportions. There are hundreds of thousands of people who have daily and

hourly need of a knowledge of drawing but who do not have occasion to write a dozen lines a month.

Every one will admit, I think, that it would be difficult to overestimate the advantage of a practical knowledge of drawing; but there is a widespread and firmly-rooted prejudice that such a result of teaching drawing to every pupil is impossible in the time that can be devoted to it in the common school. It is possible at all with any amount of time. It will be found upon examination that there is a striking analogy between the mental processes of learning both to read and to draw. It is a training of the mind to appreciate the form and significance of the arrangement of images upon the retina, which does not in any wise resemble that which they represent. In both the physical eye and hand perform the offices of mechanical contrivances. The mind interprets both the form and significance of the images upon the retina and directs the hand in the reproduction of these images. If the mental processes of learning to read and to draw are so similar then the methods of instruction should be similar, and must deal with the mind and not with the eye or the hand. The teaching of reading is the more difficult, however, as the child tries to learn, not only the sound and significance of thirty-six arbitrary characters, besides various signs and marks, as well as the sound and significance of an almost infinite number of combinations of these characters and marks; but to learn them so well that they are recognized with the greatest rapidity and soundness with the greatest exactness. While learning to draw is simply learning to arrange lines on a flat surface in such a way that they shall when seen create the same sense impression as the object when it is seen; or in other words it is simply learning that the picture is not like the thing itself but is an image of the thing seen reproduced upon a flat surface. Besides the fact that learning to draw is really a very simple process it has the advantage that every one desires to draw, while few, or but few, have any desire to read until they have learned how, and sometimes not even then; and because of this desire to draw as soon as this one point is made the mind begins to create mental pictures. If then learning to draw is a mental process so similar to learning to read, and if it has the advantages I have named there can be no reason why we do not attain to similar results in proportion to the time devoted to its study except that the methods of instruction are not adapted

the end sought. This is, I think, really the case since all popular methods of instruction aim to obtain the desired results by copying, and since a picture is like its image the mind can not be developed by these methods to comprehend the difference between the solid object and its image, and, therefore, but very few ever attain to any practical skill in drawing, and all are hampered by such study. Hence the scepticism and the high talk about art indulged in on the one hand by those who have looked for practical results of the teaching of drawing in the common schools, and on the other hand by those who had some patent method of wasting time in the fruitless attempt to teach drawing by copying.

A. E. M.

POLITICS IN COMMON SCHOOLS.

[Written in 1877.]

During the past six months public attention has been called to politics and to the detail of constitutional privilege and prohibition, as it has been but few times in our national history; and perhaps never before has the question of the expediency of restricting the right of franchise, so forcibly presented itself. Every newspaper has an editorial on the subject; magazines publish the opinion of able foreign writers who doubt the policy of allowing the ballot of the ignorant and irresponsible fellow who must shortly be supported at public expense, to counteract the intelligent and conscientious vote of the citizen who annually pays thousands of dollars to the national treasury; and one State Legislature reduces suffrage to practice by amending her constitution to give discretionary power to her judges to include disfranchisement in the sentence for petit larceny, whereby she knows that a little police vigilance can soon legally relieve her of a large proportion of her obnoxious voters. Friends of liberty and education are discussing the suggestion of President Grant, that the ability to read be made the condition of the right of suffrage, and draw the exactly opposite conclusions; one, that it will make education more general; another, that it will offer another sword to its enemies.

Doubtless it would be poor policy and in very bad taste for the public-school teacher to advocate the extreme views of

either or any party, and there is little temptation for him to do so, for the teacher long ago learned that Truth is an end in itself, "sought but never found" in its absoluteness, which all probability crosses all religious creeds, all political platforms at an angle, and that while our investigations and our theories may approximate to it, like a curve to its asymptote, the meeting is found only in Infinity.

But whatever views a teacher may hold, and however cautious he may be to abstain from introducing them into his work, if he is a true teacher he will show his wisdom by finding in the passing events some suggestion to help in his own work, preparing his boys for worthy citizenship, his girls for intelligent, sympathetic companionship with such citizens.

It is only necessary to listen to the expression of opinion concerning the bill before Congress, or to join in the discussion of the "hard times" to be convinced that an acquaintance with the fundamental principles of our government is universal; nor is the ignorance confined to the class who would be thrown out by the proposed restrictions. Hundreds of voters have never attempted to read the Constitution of the United States, but hundreds more have tried and found it intolerably "dry," yet there is not a boy or a girl qualified to "read in the Fifth Reader," who can not be aroused to enthusiasm over it in half an hour.

"But the curriculum of the common schools is already crowded."

It may be, but this demands no extension. Why not make it a part of the Friday-afternoon exercises? Or, let it take the place of the Reading lesson of the highest classes one or two mornings each week, or let the Geography class devote its lessons to it.

"But the pupils will dislike to purchase the requisite books."

The teacher will supply himself with one or more of the best works on the subject, but for the use of the pupil, any book containing the Constitution will be all that is needed. If, after exhausting this resource there is still a deficiency, the matter under consideration may be written on the board and copied by the pupils. Only a small portion will be needed for each lesson. The circumstances attending its adoption and the Preamble will furnish matter for more than one morning.

Let us suppose that there has been some conversation about the necessity of some kind of government, the different forms

the condition of affairs in the United States in 1787, and the leading features of the Articles of Confederation; as we begin the Constitution we read—"We, the people of the United States"—Why the "*people*"? Did all the people assemble? Did the states send delegates? Who were some of the more noted of the delegates?—"In order to form a more perfect union"—Why was any union necessary? What union already existed?—"Establish justice"—What acts of injustice had occurred?—"Ensure domestic tranquillity"—What elements threatened discord? Why are the interests of different sections antagonistic? How had sectional jealousy shown itself? etc., etc. "And secure the blessings of liberty"—Ask the largest boy what is liberty. He knows it is "glorious," "sacred," and "blood-bought," for he has heard it every Fourth of July, but very likely he has never thought what it includes, what are its restrictions, how it is lost.

All that a teacher must do to arouse an interest on the part of his pupils is to feel an interest himself, for enthusiasm is as contagious as small-pox, and its effects as lasting, and the most thorough vaccination with prejudice and indifference is not proof against it.

Classes will often, after finishing the Constitution of the United States, ask the privilege of examining the State Constitution. And when the work is done, what is gained? The political knowledge is but one, and perhaps the least of the results. There has been aroused a taste for reading deeper works than a school boy usually seeks, a taste that only needs to be fostered to avoid the evil arising from a circulation of the sensational literature of the time. There has been awakened feelings of intelligent patriotism which alone can make possible the sacrifices that the cause of Right oftentimes demands for its altars. Are not these worth the little labor that so soon becomes a pleasure; is not the reward proportionate to the effort?

D.

THE METRIC SYSTEM IN A NUTSHELL.


1. Three principal units (meter, liter, and gram) and three principal tables.
2. The denominations of these tables all in the decimal scale.

3. Seven principal denominations in each table, viz.: the unit, three multiples, and three submultiples of the unit.
4. The multiples and submultiples of each unit are denoted by six prefixes, as shown in the following diagrams:

Kilo (1000).		Deci (10th).
Hecto (100).		Centi (100th).
Deka (10).		Milli (1000th).
(Unit.)		
0 0 0 0 .		0 0 0

 Prefixes.


Kilometer.		Decimeter.
Hectometer.		Centimeter.
Dekameter.		Millimeter.
Meter.		
0 0 0 0 .		0 0 0

 Measures of Length.


Kiloliter.		Deciliter.
Hectoliter.		Centiliter.
Dekaliter.		Milliliter.
Liter.		
0 0 0 0 .		0 0 0

 Measures of Capacity.

Kilogram.		Decigram.
Hectogram.		Centigram.
Dekagram.		Milligram.
Gram.		
0 0 0 0 .		0 0 0

 Measures of Gravity,
or
Weights.

Eagle.		Dime.
Dollar.		Cent.
		Mill.
0 0 .		0 0 0

 Measures of Value,
or
United-States Money.

NOTES.

The *Meter* equals $\frac{1}{10000000}$ of the distance on the earth's surface from the equator to the pole. It is not quite $1\frac{1}{10}$ yard.

square centimeter, square decimeter, square meter, square kilometer, and square hectometer, constitute the denominations of Square Measure. The square dekameter (called the are) is the unit of Land Measure. The cubic millimeter, cubic centimeter, cubic decimeter, and cubic meter, constitute denominations of Cubic Measure. The cubic meter (called the Stere) is the unit of Wood Measure.

The *Liter* equals a cubic decimeter. It is a trifle more than a liquid quart.

The *Kilogram* equals the weight of a liter of water. It is but $2\frac{1}{2}$ pounds Avoirdupois.

The nature of the thing to be measured suggests at once the unit of measure that is to be used. When, therefore, the Metric System comes into general use all the above *twenty-one* different names for denominations will in practice probably be reduced to *nine, the six prefixes and the three units*. It will then be *a kilo of tea, a deka of oil, a hecto long, wide, or high*.

A. G. B.

WHY MAINTAIN PUBLIC SCHOOLS.

The right of maintaining schools at the expense of the State could be more fully understood. It has been so long received as an axiom that not only the younger class of teachers, but even a majority of the voters are in danger of losing sight of the reasons which prompted our fathers to tax themselves for the education of all. If, as is implied in many recent discussions of school affairs, the pupil is educated at the public expense solely to enable him to earn a living, nineteen out of every twenty children in the common schools have no right to be there, since their parents would scorn the thought of being dependent upon public charity. We as teachers must not forget that the only defensible ground for maintaining schools at all is that all may thus be fitted for discharging the duties as well as for enjoying the rights of citizenship. If this be the case it has a practical bearing on both the curriculum and the government of the public schools. Those studies and those methods are "practical" which tend to make the pupil a better and a more useful citizen. Tried by this standard at least one of the R's would be of less value than some of those studies which are condemned as "ornamental."

The government, too, must be such as shall recognize the family and the State. The model school stands between the two and partakes of the characteristics of each. It is the family in the love and mutual sympathy which should there be found, like the State in the interest which every member should feel in maintaining the law. The school in which all are restrained solely by the terrors of the law, the one in which the utterly vicious are not so restrained, is both far from the ideal. As in the State so in the school—

“The real hardened wicked

Wha hae nae check but human law

Are to a few restricted—”

and the government of each should recognize this truth. A school whose only restraining power is physical force, is like a rebellious city governed by martial law; it is better than a state of anarchy and may sometimes be necessary, where such a government becomes the rule something is morally wrong in the management. On the other hand, when maudlin sentimentalism suffers a few vicious spirits to break law and order, whether in school or out of it, we find the worst kind of tyranny. A school managed (?) in this way is a curse to society, and the officers who permit it are perverting the public trust.

Steubenville, Ohio.

M. R. ANDREW

NOTES FROM WORTHINGTON.

THE OHIO CENTRAL NORMAL SCHOOL.

The present term has been a successful one. Our Session Class numbers 21, graded as follows: In the Classical Normal Course, 7; English Normal, 12; Elementary Normal, 2. Commencement occurs on Friday, 26th of July, at the close of the four-weeks' institute term. Class address by Hon. J. Burns, State School Commissioner.

The exercises will be a little “out” of the ordinary line of School Commencements; and for this reason we wish to draw attention to them. Instead of the orations, and speeches and splurges, that usually ornament (?) such occasions, and which seldom mean anything, and certainly cannot be relied upon as tests of the real merit of a school—and especially of a Normal School—we propose to confine ourselves, almost exclusively,

ses, Discussions, and Outlines of School Work. In other
ds, it will be a professional examination, and exhibition of
t the class is able to do in the way of teaching.

We want to make a "new departure," and to show that this
ool is at least trying in a modest way to be consistent; to
what it professes to be, a *professional school*, and not an acad-
Hence the exercises will consist, largely, of an exhibi-
of professional skill. And to any Board of Education, or
ers that may be in search of teachers, this may afford an
antageous opportunity to make a selection. We therefore
te all such to be present.

ome of the *themes* for the occasion are as follows:

School-house Architecture, with maps and drawings showing
ands, buildings, and adornments; 2. *School Hygiene*, showing
n and size of rooms, furniture, ventilation, heating, lighting,
; 3. *School Organization*, the kinds, and how to secure it;
Qualifications of Teachers, modes of testing, etc.; (this by an
examiner.) 5. *History of Education*, its ancient and modern
ures compared; 6. *School Recitations*, how conducted; 7. *School*
ernment, its objects and methods; 8. *Educational Reform*, the
e and the true; 9. *Study and Thinking*, the tests and incen-
s; 10. *School Amusements*, necessity and kinds; 11. *Moral*
ure, the necessity a public conscience; 12. *Primary Teaching*,
characteristics and prospects; 13. *The Law of Equipoise*, as
veloped by Froebel; 14. *The Teacher's Ultimate Success*; 15. *A*
onal Course of Study, suited to the different grades of school.
re will also be a discussion of some practical question
ting to schools. We therefore invite our friends to send us

he age, character, and experience of this class, will be a
cient guaranty to the public for the excellence of these
rcises. Their novelty is not the only reason impelling us
his public announcement. There are other and more serious
ons. 1st. It is perhaps known that we have long claimed
t the legitimate business of the Normal School is to do
ely professional work; that the academic part of the educa-
a of teachers can be done fully as well, and with much less
ense to the state, in the public schools and colleges, this
ng *their* legitimate work. 2d. The experiment of purely
essional duties in Normal Schools is now making or being
le [whichever you choose, Mr. Editor,] in the Michigan
te Normal School, under favorable circumstances, and with

every prospect of success; and it is important that this be tested here in Ohio also, though in a private school, and in a humble way; for it must come to this some time, or No Schools will become a stench in the nostrils of a discriminating public.

Let me here give a few statistics of the present senior force in this school, as a working force in the reform so much needed. Three persons in the following estimate are not counted except in the last two items, they having not yet commenced teaching.

1. Greatest age, 31 years, Least, 20 yrs, Average, 25 yrs.
2. Longest experience, 100 months, Shortest, 9 mos., Average, 48 mos.
3. Highest Salary received, \$100 per mo., Lowest, \$25, Average \$48.
4. Married Ladies, 1, Gentlemen, 3, Total Married, 4.
5. Unmarried Ladies, 10, Gentlemen, 7, Total Unmarried, 17 = 21.

In this number we have two County School Examiners, having served three years.

While we do not claim any superior excellence for our force thus far; yet we do claim to have made a beginning; and for this reason we invite the most rigid scrutiny of it, with a view of testing its practical merits in a course of training for teachers, in which the leading and controlling idea has been, "to teach," conjoined with its antecedent, "What to teach."

JOHN OGDEN

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. Burns, State Commissioner of Common Schools.

QUESTIONS AND ANSWERS IN MATTERS OF SCHOOL LAW.

Question 18.—It is claimed by many that a certificate expiring before examinations is valid till the first examination after its expiration. Is there any law or Supreme-Court decision for this view?

Answer 18.—There is certainly no law for it, and if there be any official utterance to that effect it has evaded my search. A certificate is valid for so many months "from the day of examination." This means antedating and extending are both contrary to Section 92.

Question 19.—We are to have a new school-house built this summer in our sub-district. The people would prefer a change of location but the Board insist upon re-building on the present site. Have the local authorities or Board the right to determine the question, as their rights are defined down in Section 55?

Answer 19.—The decisions of the Supreme Court and the rulings of this Board have been that the authority of the Board is paramount, and they decide upon the location of the house. As they have the entire schoolship under their control, with the right to change sub-district lines, they are supposed to take a wider view of affairs, and have an eye in school matters to the future of the whole district. I have constantly considered the term *sub-district* in Section 36 to mean joint sub-district—the best way to make the second and third sentences consistent with the intention of the section and not conflict with other sections where the rights and duties of Boards of Education are set forth.

SCHOOL LAWS OF OHIO.

There is a constant demand for copies of the school law, but, at present, there is no means of complying with the demand. The edition of the year 1875 is exhausted, and the Legislature declined to permit its republication till the Codifying Commission had put the school laws through the judicial hopper. This they intend doing this summer, and have called upon the Commissioner for such suggestions as he may wish to make.

Quite a number of sections have been repealed since '75, and re-enacted with some change. A supplementary act of twenty-one sections, passed in April, 1878, gives to the Probate Judge, or a Commission appointed by him, a kind of appellate jurisdiction in the matter of forming sub-districts and joint sub-districts, and original jurisdiction in the forming of special school districts. The latter portion possibly not a lead in the right direction, but if this kind of thing is to be manufactured on order, the factory may as well be near the raw material instead of at the capital. Sections 67, 73, and 74 are repealed and substituted by the revised Criminal Code, adopted by the last General Assembly.

SCHOOL COMMISSIONER'S ENGAGEMENTS:—*Additional*.—Marion-County Institute, August 12; Morgan-County Institute, August 16. Address to Central College at Iberia, July 17, 1878.

—The Catalogue of Wooster University for 1877-8 is a neat pamphlet of 16 pages. It is a model catalogue, giving just such facts as the college graduate wants to know. The following is extracted from a papyrograph of the catalogue dated May 11, which is folded in the catalogue:—

The Catalogue of the University of Wooster for 1877-8, shows the whole number of students to be 427. There are in the Collegiate Department 181, Preparatory 141, and Normal 105. Eleven Professors and teachers instruct in the College, and six in the Preparatory.

Students from sixteen states are represented, there being 64 students from outside of Ohio, while 10 Ohio Counties send students. The growth of this Institution is remarkable, as it has steadily increased its students at the rate of 30 per annum, during all the last ten years. It now stands confessedly in the front rank among colleges; being fully graded up to the Eastern standard. It has already over 100 graduates, its matriculating classes now numbering over 30 students. French and German are run through the whole course in place of Greek for those who desire the change.

Rev. Joseph Cook, of Boston, will speak at Commencement in June. Students are invited to send for a catalogue of Wooster before deciding where to attend college."

EDITORIAL DEPARTMENT.

—We have before us the Twenty-fourth Annual Report of the Commissioner of Common Schools, to the General Assembly of the State of Ohio, for the school year ending August 31, 1877. It is a document of 384 pages. We gather from it the following statistics:

School youth (those between 6 and 21 unmarried) in Sept. 1877,	1,027,102
School districts,	1,027
Township sub-districts,	1,027
Cost of school-houses (490) erected within the year,	\$80,000
Value of school property (estimated),	\$21,140,000
Different teachers employed,	23,003
Number necessary to supply the schools,	18,336
Duration of the schools in weeks (average),	24
Pupils enrolled,	722,000
Daily attendance,	440,000
School officers,	400
Receipts including balance on hand September 1, 1876,	\$11,632,400
Expenditures,	\$8,036,600

The tax of one mill on the dollar yielded in 1877, \$92,293.60 less than in 1876, while there was an increase of \$940.12 in the proceeds of the irredeemable school funds. The receipts from local taxation in 1877 were \$566,264.65 less than in 1876, receipts from sale of bonds \$45,399.27 from fines, licenses, etc., \$26,213.05 less, making in all a decrease of \$729,200.45. While the number of male youth of school age decreased in number 556 from September, 1876, to September, 1877, the female youth increased 2,169. The number of school-houses in 1877 in the State was 11,916, containing 15,504 school-rooms. There were 25 gentlemen and ladies employed in township High Schools, and 423 gentlemen and ladies in the High Schools of cities, villages, and special districts. Of the 23,003 different teachers employed within the year only 8,336 held certificates for the year. In 1876, 22 persons were employed to superintend the township districts, but in 1877 only 10. There was also a decrease in the number of superintendents in other districts from 208 to 146. In the township sub-districts the schools were taught less than 24 weeks. It is remarkable that fewer pupils were reported in 1877 than in 1876 as studying the alphabet, reading, geography, English grammar, drawing, map drawing, oral lessons, physical geography, natural philosophy, surveying, book-keeping, natural history, mental philosophy, logic, and French, while more were reported as studying spelling, penmanship, arithmetic, composition, vocal music, United-States history, physiology, German, algebra, geometry, trigonometry, chemistry, geology, botany, astronomy, natural philosophy, rhetoric, Latin, Greek, and general history. The number of persons holding state certificates given this year is much more accurate than last year. Mr. Ellis, clerk of the State Board of Examiners, deserves credit for his efforts to give the names as accurately and fully as possible.

in alphabetic order. We forbear to refer to Mr. Smart's discussion of the High-School question, as that question is receiving a public discussion which is destined to strengthen the belief that Public High Schools are politic institutions. The report contains the usual valuable reports, examiners' and auditors' reports, and examination questions.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of the Journal due him, we always remail it. All changes of address should be made by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—FORTY-ONE students graduated from Illinois Industrial University, Chicago, 5th.

—FOUR girls graduated from the Public High School of Garrettsville, Ohio, 7th.

—THE New-York State Teachers' Association will meet at Albany, N. Y., 9, 10, 11.

—THE enrolment of the Piqua Public Schools for the school year just closed was 1050.

—THE number of pupils enrolled in the Public Schools of Camden, N. J., for the year was 230.

—THE six-weeks', or short, term at the Ada Normal School began Monday, June 18th.

—THE July National Repository contains an illustrated article on the University of Chicago.

—ELEVEN pupils graduated, May 24th, from the Public High School of Bellefontaine, Ohio.

—IVISON, Blakeman, Taylor & Co. have issued number 17 of their Educational Reporter."

—NINE pupils, one boy and eight girls, graduated from the Lebanon Public High School, June 6th.

—IT is said that in the Spring Term of the Valparaiso Normal School, 1524 students were enrolled.

—ELEVEN pupils, five boys and six girls, graduated from the Public High School of Bucyrus, June 14.

—SIX pupils, three boys and three girls, graduated from the Public High School of Kenton, Ohio, May 10.

—ONE pupil, Mary E. Cullers, graduated this year from the Granville Public High School at the last Commencement.

—Educational Notes and Queries is not issued in July and August. Don't write for the July and August numbers.

—NINE pupils, one boy and eight girls, graduated from the Public High School of Piqua, Thursday evening June 6th.

—NINE pupils, three boys and six girls, graduated from the Oberlin Public High School, on Tuesday evening, June 4th.

—ELEVEN pupils, five boys and six girls, graduated from the Public High School of Cambridge, Friday evening, May 31st.

—TWELVE pupils graduated from the Public High School of Newburg, Ohio, June 30. We don't know how many were boys.

—ALL the teachers in the Eaton Public Schools are subscribers of the Monthly, and intend to continue in this well doing.

—NINETY-SIX half-day schools are taught in forty-eight rooms in Chicago. Half-day schools ought to be more numerous.

—THE entire corps of Oberlin Public-School teachers (twelve) have been unanimously re-elected without reduction of salaries.

—THIRTEEN pupils, one boy and twelve girls, graduated from the Public School of Springfield, Thursday evening, June 13 (?).

—A SPECIAL train from Greenfield conveyed persons to Washington, D. C. H. to witness the graduating exercises of the High School.

—A meeting of teachers will be held the first week in August in Chattanooga, to organize a Southern Educational Association.

—TEN pupils, three boys and seven girls, graduated at Crestline this year. This is a large class for a town the size of Crestline.

—EIGHTY-TWO pupils constitute the graduating class in the Columbus Public High School this year. Five girls take the highest honors.

—NINE pupils, three boys and six girls, were announced to graduate from the Goshen (Ind.) High School, Monday evening, June 24th.

—TWENTY-THREE pupils, nine boys and fourteen girls, graduated from the Public High School of Wooster, Friday evening, June 14.

—THE enrolment in the Bucyrus Public Schools last year was larger than ever before, being over 900, 75 of whom were in the High School.

—THE graduating exercises of the Public High School in Lima, Ohio, took place, Friday afternoon, June 14. There were 20 graduates, 4 boys and 16 girls.

—ALL the teachers in the Lima Public Schools were re-elected for the 5th year. The Superintendent and High-School Principal were elected for two years.

—THE Wisconsin Teachers' Association will assemble at Geneva, Walworth Co., Wis., Tuesday evening, July 16th, and continue in session until Friday noon.

—Two girls graduated from the Public High School of Newton, Ohio, on the evening of May 24th. These are the first graduates the school has ever had.

—THIRTEEN pupils, five boys and eight girls, graduated from the Mt. Pleasant, Ohio, High School, Friday evening, June 14th. This is the ninth graduating class.

—THE Smithsonian Institution has issued a circular in reference to American archæology. Those able to give information should write for circular for particulars.

—EIGHT pupils, three boys and five girls, graduated Wednesday evening, June 19th, from the Norwalk Public High School. These pupils are the eighteenth class.

—THE whole corps of Painesville teachers have been re-elected with reduction of salary, some salaries being increased according to the years for additional experience.

—TEN pupils, one boy and nine girls, graduated from the Public High School of Wauseon, Ohio, Friday evening, June 14. This class is the eighth that has graduated in Wauseon.

—TEN pupils, three boys and seven girls, graduated from the Public School of Barnesville, Ohio, Friday evening, May 24th. The motto of the class was "*Fare, fac,*" speak, act.

—IN April last the Engineers' Club, of Philadelphia, published in pamphlet form the Report of a committee appointed to report on the Metric System of Weights and Measures.

—THE Mahoning-Valley Teachers' Association met at Lowell, June 1st and 8th. A lecture was to be delivered on Friday evening by Dr. E. C. Hoffries, President of Westminster College.

—THE Delaware, Ohio, High School visited the Public Buildings in Columbus, May 25. They were accompanied by Supt. J. S. Campbell, and Miss H. M. Pierce, Principal of the School.

—FOURTEEN pupils, four boys and ten girls, graduated from the Eaton High School, Thursday evening, June 6th. The class was the eighth of the seven that have as yet graduated.

—SIX pupils, one boy and five girls, graduated from the Public High School of Franklin, Ohio, Friday evening, June 7th. The Hon. J. J. Burns presided over the class and delivered the diplomas.

—SEVEN students graduated, June 13th, from Purdue University, Ind. Three from the college of General Science, two from the School of Chemistry and one from the School of Civil Engineering.

—THE Legislature of New Jersey, the enacting name of which is the Senate and General Assembly of New Jersey, has appropriated \$100,000 to supply the public schools with metric apparatus.

—ON the first Saturday of June the Knox-County Teachers' Association held a session in a rural school-house in Liberty township. We have an account of what was done. Prof. Tappan was present.

—BELLEFONTAINE has a new thirty-thousand dollar school-house, and the teachers have to help pay for it by submitting next year to a reduction of salary. There will be fifteen teachers employed.

—TWENTY-THREE pupils, 8 boys and 15 girls, graduated on Friday evening, June 28th, from the Canton (Ohio) Public High School. Six took the four years' course and sixteen the three years' course.

—THE twentieth annual Commencement Exercises of Baldwin University, at Berea, took place June 6th. There were eight graduates, five being ladies, one of these being President Schuyler's daughter.

—A Summer Normal School of Languages is to be held at Iowa College, Grinnell, Iowa, beginning July 9, 1878, and continue six weeks. It is to be conducted by Henry Cohn, a pupil of both Hennessy and Saunder.

—THE Twenty-second annual Commencement Exercises of Otterbein University, at Westerville, Ohio, took place Thursday, May 30, beginning at 8:30 in the morning. Eighteen students graduated, three of them being ladies.

—FIFTEEN pupils, four boys and eleven girls, graduated from the Public High School of Ravenna, June 13th. Two boys and nine girls took the four years' course, and two boys and two girls the three years' course.

—WE have an agent for our periodicals in Sydney, Australia. A letter from him mailed at Sydney, April 26th, reached us on May 29th. The distance travelled by it in one month and three days must have been about 12,000 miles.

—THE graduating exercises of the Salem (Ohio) Public High School occupied two evenings, Thursday and Friday, June 13th and 14th. There were 18 graduates, 4 boys and 14 girls. The course of study has always occupied four years.

—THE Akron Beacon suggests that the new Central School Building should be named for the author of the famous Akron School Law. This is an excellent suggestion, and we trust that it will be promptly heeded by the School Board.

—A FIVE Weeks' Institute (tuition free) will be held in Cortland, Ohio, beginning July 22d. It will be under the charge of Prof. Charles Churchill, of Oberlin, and Superintendents E. F. Moulton and J. Hitchcock, of Warren and Niles.

—LAST month we stated the number of graduates of the Warren High School this year to be nine, one boy and eight girls, but the "Warren Chronicle" of May 29th, says that the class to graduate June 1st consists of one boy and four girls, giving their names.

—A NEW work on Natural Philosophy, by Elroy M. Avery, of the East-Cleveland High School, is announced by Sheldon & Co. It claims to be fully abreast of the times, treating of the telephone and phonograph. We shall refer to the work more fully after receiving a copy for notice.

—IN the issue of the Educational Weekly for April 25th, but published about a month later, Prof. W. F. Phelps gave his valedictory as editor-in-chief, his connection with the paper having ceased with the issue of April 11th. As editor of the Weekly he wielded a fearless

—THE Commencement Exercises of the Northwestern-Ohio Normal

ool, at Ada, took place June 14th, beginning at 9 in the morning. There were twelve graduates, eight gentlemen and four ladies. Five gentlemen and one lady took the classical course, the rest the scientific course.

—THE Report of the Public Schools of Canal Fulton, made by Supt. Hart, for the last year, appeared in the Fulton Signal of June 13. It shows a healthy condition of the schools. Of the total number, 280, enrolled in all the grades, 31 studied algebra. This is a remarkable showing.

—MICHIGAN UNIVERSITY has taken a new departure. The amount of elective work is nearly doubled. There are to be 120 courses, 24 of which may be taken satisfactorily for the degree A. B., and 30 for A. M. We understand the term *course* is used to mean "a whole study for one semester."

—THEY do things on a large scale in Australia, if we may judge by the contents of their newspapers. We have received the "Town and Country Journal," the width of the pages of which is the same as the New-England Journal of Education, but two inches longer. Each number contains twenty-eight pages.

—THE examinations of the Jamestown (Ohio) Public School took place June 13th and 14th. These were to be conducted by five committees. The High-School Committee consisted of nine members, among whom were Superintendents Ormsby, Graham, Clippinger, and Martin, and Prof. Weston.

—TUESDAY afternoon, June 4th, was devoted in Washington C. H. to the presentation of certificates of promotion to the Public-School children. The exercises were enlivened by music and short speeches from distinguished citizens previously selected. The exercises were in the grove of school grounds.

—EIGHT pupils, two boys and six girls, graduated from the Public School of Vineland, N. J., Friday evening, May 17th. In the same month the schools gave a grand exposition of their work, which was highly commended by the "Vineland Weekly," and also by the "Dollar Week" published at Clayton, N. J.

—"UNDER the Lilacs," a new story by Miss Alcott, is now publishing by St. Nicholas. It began in November, 1877, and will close in October, 1878. The Publishers, Scribner & Co., New York, offer to send the twelve numbers containing this serial and much other interesting matter, for \$3.00. The regular price of St. Nicholas is \$3.00 a year.

—THE previously-announced programme for the meeting of the As-County Teachers' Association in South Toledo, June 8th, was an interesting Address" by the Rev. J. T. Pollock, "Grammar" by H. L. Case, "Arithmetic" by E. J. Phillips, "The Teachers' Qualifications" by J. H. Poulson, and "Geography" by Miss E. L. Case.

—THE First Commencement of the Ohio State University was announced for June 19th, the number of graduates to be about half a dozen.

One of the Literary Societies was to hold a public meeting on the evening of Friday, June 14th, and Prof. J. H. Pooley, of the Starling Medical College, was to address the other society on Tuesday, June 18th.

—SEVEN pupils, four boys and three girls, graduated from the Public High School of Washington C. H., Monday evening, June 3. The motto of the class was "*Ne stemus sed procedamus.*" There have been as yet but three graduating classes; in 1876 one boy and two girls, in 1877 one boy and six girls, in all 17. The alumni gave an entertainment, Tuesday evening, June 4th.

—THE Thirteenth Annual Meeting of the Virginia Educational Association will be held in Hampton, from July 9th to 12th. The President, Prof. Thos. R. Price, has published the programme. Scholarly subjects, such as Mental and Moral Science, Greek, Latin, Modern Languages, Philosophy, Mathematics, Applied Mathematics, Chemistry, Natural History, History, etc., are to be reported on.

—SEVEN pupils, two boys and five girls, graduated from the Public High School of South Charlestown, Ohio, Tuesday evening, May 2. The South-Charlestown Courier of Friday, May 24th, gives six columns to an account of the educational doings of the closing week of the schools, meeting of alumni, etc. Supt. De Lay, Principal Holmes, and other teachers are highly commended.

—THE previously-announced programme for the meeting in Warren, June 15th, of the Trumbull-County Teachers' Association, was as follows:—"The True End of Education" by D. A. Wilson, of Hubbard, discussion to be opened by Frank Dilley; "A Point in Teaching" by B. A. Hurdale, of Hiram, discussion to be opened by Chas. Fillius, of Canfield; "Report of Committee on Country Schools" by L. L. Campbell, of Mineral Ridge, Chairman of Committee. General Discussion.

—THE previously-announced programme for the meeting of the Geauga-County Teachers' Association, to be held at Huntsburgh, June 16th, was as follows:—"A Lack of Appetite" by Anna T. Treat; "The Question and its Answer" by Geo. R. Stephenson; "The Schoolmaster's Guest" (Selection) by Fina Shuart; "How Shall we teach Reading?" discussion to be opened by C. W. Heywood, of Chester; and "How Shall we teach Arithmetic?" discussion to be opened by Alvan Smith, of Chardon.

—THE following were the announcements for the closing exercises of Wooster University: Sunday, June 16, Farewell Communion at 10, Baccalaureate Sermon at 3, and Brainard Address at 8 P. M. by the Rev. F. F. Ellinwood, D. D.; Monday, June 17, Senior-Class Exercises at 10 and Address of Joseph Cook at 8 P. M.; Tuesday, June 18, Trustee Meeting and Examination of Candidates at 9 A. M., Irving-Society Exhibition at 3, and Junior Prize Contest at 8; Wednesday, June 19, Commencement Exercises at 9 A. M., and President's Reception at 8 P. M.

—THE following was the announcement for this year's closing exercises of Western-Reserve College:—Sunday, June 23, Baccalaureate Sermon by Pres. Cutler, and Missionary Address by W. H. Jeffries, D. D.; June 24th, Entrance Examinations; June 25th, Meeting of Alumni.

M., Oration before the Alumni by Rev. Jacob Patch (class of '42),
m before the Alumni, by Rev. C. R. Seymour (class of '70), and Prize
lamation in the evening; June 26th, Society Meetings, Graduating
resses at 10 A. M., Address before the Literary Societies, 3 P. M., by
rick Johnson, D. D., and Military Drill at 4 P. M.

—THERE have been in attendance at the "Ohio State University" (the
legal name of what was formerly called by the sesquipedalian name
e Ohio Agricultural and Mechanical College) the last year 225 stu-
s. About 150 were in attendance at the close of the year. The Gen-
Assembly has made the military drill voluntary. This, it is thought,
have the effect of destroying the efficiency of the Military Depart-
t. Considerable practical work has been done in the physical and
chemical laboratories within the last year. Important analyses of
o minerals have been made under the guidance of Prof. Norton.

—THE last meeting of the Warren-County Teachers' Association was
acterized by an abundance of music. L. F. Coleman, of Mason, read
aper entitled "We live to Please"; Supt. F. J. Barnhart, of Middle-
n, one on "Will Power"; G. F. Voorhes, of Mason, lectured on
ithmetic." The Hon. J. J. Burns read an address on "The School-
ter's Language," and Alfred Holbrook spoke on "Moral Training."
semi-annual election resulted as follows:—Pres., F. M. Cunningham,
-Presidents, L. C. Dunham, Sallie Burgess, and Horace Clinton, Secre-
Mrs. Dora Doty, Treasurer, H. Bennett, Ex. Com., L. F. Coleman,
y V. Bone, and Lovella John.

—THE following was the previously-announced programme for Com-
cement week at Wittenberg College, Springfield, Ohio: Baccalaureate
non, 8 P. M., Sunday, June 23; Tuesday, June 25, 2 P. M., Meeting
college Board, 8 P. M., Address before the Literary Societies, by Rev.
rhodes, of St. Louis [sickness prevented his attendance]; Wednesday,
e 25th, 2 P. M., Meeting of Alumni, 3 P. M., of Endowment Associa-
composed of College Alumni, 8 P. M., Address before Alumni, G. F.
ing, D. D. of Dayton, Ohio; Thursday, June 27th, 9 A. M., Class Ex-
ses on College Campus, 6:30 P. M., Commencement Exercises in
k's Opera House, eight graduates.

—THE Mahoning-County Teachers' Association met in Canfield, June
W. K. Nelson, of Lowellville, acted as chairman *pro tem*. The paper
"Incentives to Study" by J. A. Hitchcock, of Youngstown, was
ussed by O. M. Woodward, of Lordstown, Hitchcock, of Niles, Peck,
arrettsville, Fillius, of Canfield, and Nelson. The paper of H. L. Peck
"The Duty of the Public School to the State" was discussed by
srs. W. V. Nelson, Irwin, and Fillius. The paper on "The Influence
usic" by Emma A. McLean, of Canfield, was discussed by the Rev.
Irwin, after which by request Miss McLean sang "On the Bridge."
ers elected for next year:—President, R. W. Dickson; Vice-President,
s E. B. Scobill; Secretary, S. E. Pearson; Treasurer, Maggie Boggs;
cutive Committee, R. McMillan, J. A. Hitchcock, and N. S. Beardsley.

—THE Alliance Educational Association met in Leetonia, May 25. An
y was read by Byron E. Helman, of Washingtonville. R. Courtney,

of New Franklin, being absent, on motion his subject "Longitude and Time" was discussed by W. D. Henkle. G. N. Carruthers, of Sale spoke on "The Examination of Teachers." The question was discussed by Messrs. Brush, Henkle, Richard, and Douglas. Mr. Courtney having arrived presented the subject "Longitude and Time." The paper by J. Fraise Richard, of Alliance, on "The High-School Problem" elicited some discussion. Mr. Davidson, of New Lisbon, being absent, the Rev. C. L. Winget, of Columbiana, opened the discussion of the question "Who are responsible for the Success of our Schools?" which was continued by Father Lindersmith, a Catholic Priest, resident of Leetonia. The remarks of both of these gentlemen were excellent. Next came answers to queries.

All the teachers of Salem were present but one, and at noon enjoyed a picnic dinner in the Leetonia Park, which is near the school-house.

—THE Northeastern-Ohio Teachers' Association met in Akron, June 18th, in the Hall of Buchtel College. The report on a Course of Study for High Schools, presented by the chairman, the Hon. T. W. Harvey, was adopted without a dissenting voice. Alex. Forbes, Principal of the Cleveland Normal School, read an excellent paper on "The High School." The paper we hope to present to our readers at some future time. It deserves a wide circulation. The discussion of the question was opened by Mr. Crouse, President of the Akron Board of Education. After Mr. Crouse's remarks the Association adjourned to meet at the Spicer-School Building to visit seven of the schools which had been arranged to be in session for an hour. After this visit the Association returned to the dining hall of the College and partook of a bounteous repast which had been prepared by the large-hearted, whole-souled, and otherwise excellent teachers of Akron. After dinner the Rev. Dr. David A. Wallace, now a resident of Wooster, Ohio, but formerly President of Monmouth College, Ill., and once President of the Department of Higher Instruction in the National Educational Association, addressed the Association from notes on "Some Fundamental Principles in Education." His remarks, which were energetic and suggestive, were well received by the Association. The discussion of Mr. Forbes's paper was continued by W. D. Henkle, Pres. McClester, D. F. De Wolf, and T. W. Harvey. The Executive Committee was authorized to have the new High-School Course of Study printed and distributed to members of the Association. The Association adjourned to meet in Cleveland the second Saturday in October. The meeting was both pleasant and profitable, and the attendants enjoyed their visit to Akron, notwithstanding the fact that the day was rainy. Among those present we recall the following-named persons:—A. J. Rickoff, H. James, L. W. Day, S. G. Williams, Elroy M. Avery, N. Coe Stewart, Frank Aborn, A. P. Root, Alex. Forbes, A. E. Gladding, and Miss Stephenson of Cleveland, P. O. Phillips, of Collamer, De Wolf and Derr, of Hudson, E. F. Moulton, of Warren, Hitchcock, of Niles, D. D. Pickett and Mrs. Kate Oakes, of Ravenna, J. F. Lukens and wife and Anna M. Nutting of Kent, F. M. Atterholt, of West Salem, E. E. Henry, of Wadsworth, I. M. Taggart, of Canal Fulton, Mrs. Nancy A. Stone, of Massillon, T. W. Harvey, of Painesville, Messrs. J. H. Lehman, Rockhill, Wilson, Dis-

Stokey, and Miss Lynch with eight or ten more teachers, of Canton. Canton teachers, from fifteen to twenty in number, went to Akron marriages, a distance of twenty-three miles. This list is far from complete, the Akron teachers being omitted as well as others from Cleveland and other places. We have merely named those that occur to us as we write *currente calamo*. Wm. S. Wood, of New Albany, Ind., was also present.

—“THE Huron and Erie County Teachers' Association held the last meeting for this year at Wakeman, on Saturday, May 25th. There were about 125 in attendance. The discussions were spirited, and the papers were listened to with interest. It was thought to be the best meeting of the year. The opening paper by the subscriber was discussed by Superintendents Parker, Chittenden, and others. Mr. Creegan, of Wakeman, presented an able paper on Teaching Morals in the Public Schools. He held that the Bible should be received in the schools as the foundation of morals. He showed that it is recognized in the courts and legislative bodies as such. In the afternoon, Supt. Parker, of Elyria, presented the subject of the Condition and Wants of the District Schools, and gave the results of his labors among the schools of his township. This discussion was opened by Supt. Chittenden, followed by many others. John Ridge closed the day by a very interesting talk on Reading, and by some excellent selections. The President found it difficult to close the meeting in time to take the 5:20 train. These meetings are bringing the people up to a higher standard of education, and are doing great good for the teachers. For the ensuing year, the following officers were elected:—President, S. A. Collins, Sandusky; Vice-Presidents, Mr. R. H. Kinnison, Miss Dama Campbell, Miss Delia Palmer; Secretary and Treasurer, Mr. A. Cobban, Wakeman.

The belief prevails in this part of the State, that we can never have proper legislation to put the ungraded schools of the State on an equal footing with the ungraded schools of Pennsylvania, and other sister States, until we go among the people and stir them up to feel the need of better schools, and then to demand them. Mr. Parker has already done very much toward bringing the district schools of his township up to a higher degree of excellence. If the same work can be done by superintendents all over the State, it will not be long before we shall have legislation that will put the country schools on an equal footing with the graded schools. Next year we want an educational meeting held in every township in the State, to which the people of the township will be called, and questions pertaining to the welfare of their schools will be discussed. Every superintendent and teacher should be willing to go before these meetings and present the subject of the Needs and Hindrances of the schools. When these are fairly understood the people will powerfully demand Supervision and Trained and Professional Teachers. They will demand fewer and better schools, and the abolition of the army of direct-ors and officials. They will hire teachers by the year, or during good behavior, and will give them living wages.

Please announce that arrangements are making to hold a meeting to

organize and to decide the best methods of this pioneer work for coming year at Put-in-Bay, immediately after the adjournment of Superintendents' Meeting, July 2, 1878."

C. W. OAK

PERSONAL.

—J. W. SPINDLER has been re-elected Principal of the Bucyrus Public High School.

—MR. AXLINE has been elected Superintendent of the Public Schools of Zanesville.

—DR. JOHN HANCOCK, of Dayton, addressed the Bellefontaine graduates May 24th.

—L. C. COLEMAN has been elected Principal of the Public Schools of Springboro, Ohio.

—T. J. MOON has been elected Principal of the Public Schools of Martinsville, Ohio.

—H. R. CHITTENDEN has been re-elected Superintendent of the Public Schools of Oberlin.

—T. A. POLLOK has been re-elected Superintendent of the Public Schools of Camden.

—W. H. DRESSLER has been elected Superintendent of the Public Schools of Alliance.

—U. T. CURRAN has been re-elected Superintendent of the Public Schools of Sandusky.

—A. C. WILSON has been elected Superintendent of the Public Schools of Seville, Ohio.

—P. R. MILLS has been re-elected Principal of the Public Schools of Canal Winchester, Ohio.

—C. W. CARROLL has been elected Superintendent of the Public Schools of Chardon, Ohio.

—D. O. GHORMLEY has been re-elected Superintendent of the Public Schools of Cortland, Ohio.

—G. W. WELSH has been re-elected Superintendent of the Public Schools of Lancaster, Ohio.

—W. C. STINAFF, of Kent, has been elected Principal of the Public Schools of Collamer. Salary \$850.

—J. H. GROVE has been re-elected Superintendent of the Public Schools of Wilmington, Ohio.

—THE Hon. T. W. Harvey has been re-elected Superintendent of the Public Schools of Painesville.

—WM. R. STEPHENSON has been elected Superintendent of the Public Schools of Waynesville, Ohio.

—E. F. MOULTON has been re-elected Superintendent of the Public Schools of Warren. Salary \$1900.

—C. C. DAVIDSON has been unanimously re-elected Superintendent of the Public Schools of New Lisbon.

—D. D. PICKETT has been re-elected Superintendent of the Public Schools of Ravenna. Salary \$1600.

—R. W. STEVENSON has been re-elected for two years Superintendent of the Public Schools of Columbus.

—PROF. D. F. DE WOLF addressed the Public-School graduates of Medina, Friday evening, June 14th.

—GEO. W. WALKER was re-elected, June 5, for two years as Superintendent of the Lima Public Schools.

—J. C. HARTZLER has been re-elected for two years Superintendent of the Public Schools of Newark, Ohio.

—JOHN McCONKIE has been unanimously re-elected Superintendent of the Public Schools of Delta, Ohio.

—A. T. WILES of Zanesville, Ohio, has been elected Superintendent of the Public Schools of Newport, Ky.

—F. M. ATTERHOLT has been re-elected Superintendent of the Public Schools of West Salem. Salary \$1050.

—OLIVIA T. ALDERMAN has been re-elected for two years to her position at the Eaton High School. Salary \$800.

—W. J. WHITE has been re-elected Superintendent of the Public Schools of Springfield, Ohio. Salary \$2000.

—C. F. STOKEY, of Canton, has accepted the superintendency of the Public Schools of Chagrin Falls. Salary \$800.

—JESSE S. WILSON has been re-elected Superintendent of the Public Schools of Ironton, Ohio. Salary \$1500.

—M. H. LEWIS has been unanimously re-elected Superintendent of the Public Schools of Circleville. Salary \$1800.

—E. E. HENRY, of Wadsworth, has been elected Superintendent of the Public Schools of Coshocton. Salary \$1100.

—L. D. BROWN, Superintendent of the Eaton Public Schools, delivered the address on Decoration Day in Camden, Ohio.

—C. S. MORRISON, of Martin's Ferry, Ohio, was elected May 25th, Principal of the Kent High School. Salary \$600.

—L. D. BROWN has been re-elected for two years Superintendent of the Public Schools of Eaton, Ohio. Salary \$1200.

—W. H. WIER and Mary B. Arnold have been elected teachers in the Springfield, Ohio, High School. Salary of each \$700.

—W. S. EVERSOLE has been re-elected Superintendent of the Public Schools of Wooster, Ohio, at his former salary, \$1,700.

—W. H. COLE has been re-elected Superintendent of the Public Schools of Marysville, Ohio, for two years. Salary \$1500.

—C. W. BENNETT has acted as Superintendent of the Piqua Public Schools for four years, and is engaged for two years more.

—CHARLES FILLIUS retires from the superintendency of the Public Schools of Canfield, Ohio, to enter upon the study of law.

—T. B. BULLA has been elected Superintendent of the Public Schools of Niles. He has been Principal of the Niles High School.

—THE Hon. J. L. Pickard, of Chicago, has been elected President of the Iowa State University. This is an excellent appointment.

—EDWARD TRUMAN has been re-elected Principal of the Burton High School. He has already served in the same position two years.

—HIRAM SAPP, of Cleveland, has been elected the successor of E. Henry as Superintendent of the Public Schools of Wadsworth. Salary \$900.

—PRES. ORTON, of the Ohio State University, delivered an address at the Commencement Exercises of the Illinois Industrial University on June 5.

—MISS KATE OAKES, on June 6th, received from the graduating class in the Ravenna High School a fine copy of "Schlemann's Mycenæ and Tiryns."

—F. P. DAVIDSON, G. W. McCracken, E. Cotes, Jas. H. Piles, and O. F. Servis have been elected Principals in Springfield, Ohio. Salary each \$950.

—W. O. BROWN has been re-elected Superintendent of the Public Schools of South Toledo. He has already served in the same position three years.

—H. L. KALLENBAUGH, of Bellevue, Pa., was elected Superintendent of the Public Schools of Kent, May 27th. There were sixteen other applicants. Salary \$1100.

—F. M. HAMILTON was elected for two years, in April last, Superintendent of the Public Schools of Bucyrus, Ohio. He has already served in the same position five years.

—E. A. JONES, Superintendent of the Massillon Public Schools, acted in Massillon as President of the Day on Decoration Day. The Massillon American speaks highly of his opening remarks.

—KATE RUCHMAN, Mrs. J. L. Cummings, and Miss H. G. Snyder have been elected teachers of the A Grammar Grades in Springfield, Ohio. Salary of the first \$590, and the others \$570 each.

—L. T. MCCARTNEY, who has been teaching in the Cortland (Ohio) Grammar School the last year, will take charge of the Bloomfield High School next year. Mr. McCartney used to be a student in the Saline (Ohio) High School.

—SAMUEL FINDLEY has been unanimously re-elected Superintendent of the Public Schools of Akron. Salary the same as last year. The re-election of Mr. Findley already for ten years shows the good sense of the Akron people as represented by their Board of Education.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

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✓ THE PUBLIC HIGH SCHOOL.

This paper was read in Cleveland before the Northeastern-Ohio Teachers' Association, the second Saturday in April, by W. W. Ross, of Fret. A part of the paper has been omitted, the writer having marked the parts to be omitted if the paper should prove too long for the [month].

Recognizing the fact that there is a wide field for friendly criticism, that such criticism should be courted rather than shunned, as it is in such an atmosphere that improvement comes, nevertheless it is equally patent that very much of the criticism indulged in against the public schools springs from a spirit of hostility to the public-school system itself. This hostility stops not with mere criticism but has culminated in assaults upon the free High School as the most vulnerable point of attack, and upon higher education itself.

It finds expression in New England, in the annual message of Gov. Robinson of New York, in the legislature of Ohio, and elsewhere about the country.

The assault is led at present by the selfish avarice, the ungenerous wealth of the country that shrinks from taxation for the general good, and would seek to fortify and isolate to itself an aristocracy of wealth, by so monopolizing to itself the means of culture and intelligence as shall effectually perpetuate its power and prevent that competition which the free public

High School renders possible from the sons and daughters the ignoble herd. It is too often re-enforced by the friends of the private school, the seminary, the academy, and the denational college, who would relegate higher instruction to the church and private enterprise; by journalistic educators and theorists whose criticisms are often condemnatory in the measure of their ignorance of the things they affect to condemn, and, of course, encouraged by ecclesiastical foes who believe the very subject of education, primary and higher, should be given over to ecclesiastical control.

ECONOMICAL OPPOSITION.

The present financial depression gives emphasis to any argument based on economy. In the flush times of the past, likely there has been more or less of extravagance, especially in the erection of palatial school buildings. I have feared for many years that the vast expenditures in this direction would eventually react against the public-school system.

It has given color to the proposition of Gen. Garfield, "The trial of brick and mortar versus brains has been called for a hearing. In such a trial brick and mortar "must lose to the wall." Better the unpretentious school-house at Ipswich with a Pestalozzi,—better the old log school-house with a good teacher and a vitalizing teacher than the costliest edifice with inferior efficiency installed in the teacher's chair.

It is not strange that wealth or property should come into question when towns and cities are weighed down with a school building of scores and hundreds of thousand of dollars approximating in some instances a half million dollars of bonded debt for school buildings. The most serious part of the matter is that when retrenchment comes, as it has already come, it begins to work against justice and school efficiency demand there should be no retrenchment, and that is in the department of brains.

But ever with respect to expenditures there is chance of extravagance and unfairness of statement, especially in bearing upon the High School.

OHIO STATE SCHOOL REPORT.

Our last State School Report (1875-6), says that of 1,000 school buildings in Ohio 140 are distinctively high-school buildings, one per cent of the entire number, and cost \$3,000,000 or 15 per cent of the entire cost of the school buildings.

of the State. I submit that the word "distinctively" may be misleading; that nearly every one of those "distinctively" high-school buildings, contain from two to a half dozen rooms occupied by lower grades, whilst only one is occupied by the High School; that there are not a half dozen exclusively high-school buildings in the State of Ohio.

So with the cost of tuition. The same report says that of the \$5,000,000 expended for the instruction of 700,000 pupils, 100,000 or 10 per cent of the entire amount was paid for the instruction of 24,000 pupils in the High School, only $3\frac{1}{2}$ per cent of the entire enrolment; and that less than one-half of one per cent of the State enrolment annually graduate from the high school.

We protest that it is unfair to the high school to estimate its enrolment in per cents on the basis of the State enrolment, inasmuch as two-thirds of the State enrolment is composed of pupils of country schools, and the high schools are confined to the towns and cities; especially unfair when taken in connection with the statement; "The question is shall all the people be taxed to pay so lavishly for the support of high schools, for the education of the very few pupils who take the high-school course of study" "when but three and one-half per cent of all the pupils enrolled in the public schools belong to the high school?"

If by "all the people" is meant, shall the people of the State at large be taxed to support the high schools of our towns and cities,—and the language seems open to that construction,—then, permit me to say that the question is not and never will be before the bar of public judgment.

The real question is, shall the people of the towns and cities have the privilege of taxing themselves to support a high school, or shall the State at large, which is not affected by the necessary taxation assume to dictate in the matter and deny them this privilege?

THE TRUE BASIS OF COMPARISON.

The only fair way to estimate the relative cost and enrolment of the high school is by comparing them with the same items of other grades of the school system of which the high school forms a part.

Here a very fair showing can be made. In the city of Fremont,—I refer to it because I am familiar with its statistics,—

the total enrolment for last year was about one thousand the high-school enrolment was between ninety and one hundred. About the same proportion exists between the average enrolments, the numbers being respectively eighty and eight hundred pupils. For years the high-school attendance has been from eight to ten per cent of the total attendance, while the aggregate cost of the high school, including one-third of the superintendent's salary, has been about two thousand dollars per year, or \$25 per pupil on the basis of the average enrolment, or from 15 to 20 per cent of the entire cost of the schools. This certainly is not a very extravagant expenditure, when it is remembered that instruction in private schools is from ten to three times as much as it was twenty-five years ago. If the high school should be stricken down one-fourth of its one hundred pupils, and not necessarily its brightest and most promising fourth, might go abroad to obtain no better education at an annual expense of \$300 or \$400 per pupil,—in the aggregate eight or ten thousand dollars, to be taken from the community to educate one-fourth the numbers away from home influences and surroundings. The other three-fourths must rely on the home private school for higher education or go without it. Most of them would be obliged to do.

FALLACIOUS REASONING AND MISLEADING FIGURES.

It is said that the high-school enrolment is only about ten per cent of the entire State enrolment, or perhaps eight to ten per cent of the enrolment in the towns and cities; that the number of graduates from the high school is only one-half per cent of the State enrolment, or a little more than one per cent of the enrolment in the towns and cities that support high schools.

Let no one be deceived by these figures. The popular mind is apt to refer per cents to one hundred as the highest possible attainment, whereas if every pupil who enters the lowest primary school should complete a twelve-year course and graduate, the enrolment in the high school, which covers four years, could only be $33\frac{1}{3}$ per cent of the entire enrolment, and the number of graduates could not exceed $8\frac{1}{3}$ per cent of the enrolment in the entire twelve grades. Nevertheless these figures have served as foundations for the most glaring misstatements to the prejudice of the high school.

The reasoning is about as follows: As the high-school enrolment

that is only 5 per cent of the entire enrolment, therefore only 5 per cent, or 5 in one hundred, of all the pupils who attend school ever reach the high school, or 95 per cent, or 95 in one hundred never reach the high school; that as the number of graduates is only one per cent of the enrolment, therefore only 1 in a hundred pupils ever graduate, or 99 in a hundred never graduate.

This is a non-sequitur. The fallacy is so glaring that it is a wonder that it could escape observation for a moment; and yet the Ohio School Report for 1876-7, advanced sheets of which I have had the privilege of perusing, after premising that about three per cent of the State enrolment are registered in the high school, and that the number of graduates is only half per cent of the State enrolment, it is stated on page 107 that 97 per cent, or 97 pupils in a hundred, never reach the high school, and that only one pupil in two hundred are graduates.

At the last Tri-State Association held at Toledo, a superintendent from Michigan made the statement that 95 per cent of the pupils never reach the high school, basing his statement on the statistics to which we have referred.

In the May number of the Educational Monthly a correspondent says that "Statistics show that 95 per cent of the children who attend the public school never get beyond the primary and grammar grades."

The same statements were made in the legislative discussion at Columbus, last winter. They are heralded over the State and country to deceive even educators themselves, and yet there is not one word of truth in them. The authors of these statements have perhaps failed to see that their reasoning involves a glaring non-sequitur. The fallacy may, perhaps, be made clear by showing the absurd conclusions to which a similar course of reasoning may lead us.

Let us suppose that one hundred new pupils enter the lowest primary each year, that they with each succeeding one hundred are regularly promoted from year to year until the first hundred at the end of the 12th year are ready for graduation.

Now for the reasoning: The high-school enrolment covering 12 years is only $33\frac{1}{3}$ per cent of the entire enrolment, therefore $66\frac{2}{3}$ per cent of the pupils never reach the high school, whereas by our supposition every pupil enters the high school;

the one hundred graduates are only $8\frac{1}{2}$ per cent of the enrolment, therefore only $8\frac{1}{2}$ per cent of the pupils ever graduate; whereas by the supposition every pupil who enters the lowest primary graduates.

If the per cent is estimated on the basis of the yearly admissions to the lowest primary school, the true and only correct basis, the number of pupils who enter the high school ranges from 5 to 30 per cent, and the per cent of high-school graduates leaps rapidly up from less than one-half of one per cent to ten or fifteen per cent; that is, of every one hundred pupils who enter the lowest primary as high as thirty on an average enter the high school and ten graduate. But what justice there in measuring the value and usefulness of a high school of eighty pupils solely on the basis of its ten annual graduates?

FINANCIAL EXHIBIT.

Perhaps the high-school financial exhibit I have made is favorable for most towns, and here I wish to protest against the ambition or vanity of superintendents who seek to advance all high-school instruction, and devote their whole time to supervision.

I submit that in towns of less than ten thousand inhabitants the superintendent should retain to himself a quasi principalship of the high school; that he can devote from one-third to two-thirds of his time, depending on the size of the town or village, to high-school instruction; that by so doing he can popularize himself, popularize the high school, both by reducing its cost and by adding to its efficiency, and this without seriously detracting from the efficiency of the lower grades.

Fortunate is the superintendent who has had years of experience in personal high-school instruction.

I have said the annual cost of the Fremont High School for several years with an average enrolment of 70 or 80 pupils, has been about \$2000; the tax valuation being \$2,000,000, it would require an annual levy of one mill on a dollar, one cent on a thousand, about one-fifth of the entire school levy, not a very extravagant tax surely.

And yet, sirs, I have heard capital say, "We can stand an enormous school tax; it is not for ourselves that we oppose it; it is the poor widow who has to deprive herself of the necessities of life in order to pay the tax necessary to support the high school"; whereas the poor widow by paying one do-

a tax valuation of a thousand dollars, can give her children the advantages of high-school instruction, and often does so.

ABOLISHMENT OF THE HIGH SCHOOL.

But would the abolishment of the high school reduce the school levy only one-fifth? By no means. Sharp-eyed unduly capital is quick to see that this is but the beginning of the end. With the head of the graded-school system gone, the body would soon cease to be respectable. Supervision would soon go. The lower grades deprived of the inspiration which always works from above downwards would inevitably degenerate, until as pauper or semi-pauper schools they would be expenseless and worthless, cheap enough for the poor, but good enough for the rich, who would patronize the private school, the academy, and the seminary.

Every one knows the condition of the common schools of former times when flourished the private school and the academy. Whilst they maintained a respectable standing in the rural districts, the tendency was to sink below mediocrity in the presence of the town select school or academy, which had no connection with them nor sympathy for them; and the nearer the town the worse was the condition of the common schools. The interests of the well-to-do classes centred in the private schools.

We can see that this demoralization might not follow a nominal tuition charge in the high school, provided only that this school is maintained in its integrity, with its present relations to the lower grades and under the same public control; but, no more fatal blow can be given to common-school education in our towns and cities than that which would strike down the high school, relegate higher instruction to private enterprise, and sever its connection with the common school.

The general demoralization that would follow is the least to which the interests that are unfriendly to the high school would invite the sons and daughters of the middle and laboring classes.

We can see how short-sighted capital or aristocratic wealth may be unfriendly to the high school, but I do not see how the farmer, the mechanic, or laboring man, or the man in middle circumstances, as is sometimes the case, should be counted among the ranks of opposition. And yet this is the class that in such papers as the

NEW-YORK OBSERVER

are seeking to enlist in a crusade against the high school the specious argument that this school is for the "favored few" that very few of these ever graduate, that, as urged by some, most of the few graduates are girls, and that it is injustice and oppression to tax the property of the many to confer a liberal education on this "favored few."

The Observer in accounting for the alleged fewness of graduates says: "Only the children of the rich, or of those cramped for the means of their daily support, can afford to remain in the schools after they receive an elementary education," and so they drop out. The man who wrote that knows nothing whatever of the character of the patrons of the high schools of the West, and I presume their attendance is very much the same as that of the high schools and Free Academies of New York, and of the New-York City College, or High School, against which the Observer is more especially directed in its arguments.

Not one-fourth of the pupils who generally attend the high school, and of our high school at the present time, I may say that not one-tenth of its pupils are the sons and daughters of wealth. The statistics of the Columbus High School for the year show that at present 200 of its pupils, or 40 per cent, are the children of mechanics and laborers; and that 50 pupils, or 10 per cent, are the sons and daughters of widows, and this fact presumes fairly illustrates the composition of high schools in general.

They are not pauper schools nor are they schools for the "favored few." All shades and conditions of society are represented, from the poorest to the wealthiest, and about in the proportion they exist in society; although it would be difficult to see how those who are cramped for their daily support could be seriously oppressed by a high-school tax even if they could not enjoy high-school privileges.

High-school attendance is determined more by the capacities and aspirations of the pupils and the parents' appreciation of higher education, than by the parents' financial ability.

The argument is scarcely an honest one, as is evident from the readiness with which the high-school opponent shifts his ground, and urges that the high schools are demoralizing the poor; that they are sending forth large classes of young men

proud to work and therefore unfitted for the ordinary duties of life, as if this argument did not destroy the other.

If they are schools for the "favored few" they cannot well demoralize the poor; if so few graduate, they cannot well demoralize a considerable number of rich or poor; if the graduates are nearly all girls their demoralizing effects on the young are infinitesimally small. These girl graduates fill up the ranks of teachers, and will become the intelligent mothers of the future. If the graduates are few, it is a reason for maintaining the high school in order to foster in the people a higher estimation of advanced instruction.

We have shown, however, that the graduates, although too few, especially among the young men, instead of one-half of one per cent, are nearer ten per cent of the annual accessions to the lowest grade; that is, of every one hundred pupils that enter the lowest primary as high as ten do often complete the course, and three or four times that number, or often as high as ten per cent enjoy high-school advantages.

Even if the high school were composed largely of the favored few, they have been lavishly taxed to support the lower grades for the many, and why should not the many reciprocate to a small extent in supporting the high school?

Again, one objector says that pupils are kept back too long in the lower grades, and another that they cannot profitably pursue high-school studies because of their juvenility, and so on through the catalogue of conflicting objections.

UGLY FACT.

We are brought at last face to face with the ugly fact that except those who fancy that the high school militates against the interests of the denominational school and college, opposition to the high school is a secret, not a secret, but an open and undisguised opposition to higher education, except for the favored few.

GOV. ROBINSON.

Gov. Robinson, of New York, in his message unreservedly says: "When the State has given to all the children a good common-school education it should then leave them to their own resources. To go beyond this is to injure rather than benefit them." Why? Because it will make them discontented with their positions, and unfit them for the discharge of life's duties; because it will make them idle.

The argument plainly means, in order that the laborer be contented he should be kept in comparative ignorance. This has been the language of Caste from time immemorial. The few were made to rule, therefore let the masses be kept in ignorance, that they may the more willingly serve. Capital swells the chorus, because ignorant labor is cheap and intelligent labor costly, and because it shrinks from taxation.

The aristocracy of culture sometimes joins in the refrain because it affects to believe that the temple of knowledge is sacred to a Heaven-favored class; that the mass of mankind are dullards and it is folly to expend money on their education.

The doctrine smacks of old plantation talk now heard more even at the South. It has been a time-honored dogma of the aristocracy of England, whose writers have, thereupon, boldly denounced all free education; but even conservative England is moving in the line of a more general education for her people.

It has been the creed of despotism; but Germany broke away from it in the early part of this century and the doctrine has gone down upon European soil before the battle-triumph of her intelligent soldiery, to re-appear, it seems, and to receive fresh advocacy here in the American Republic.

For more than a half century Germany has gone right on with her educational work, throwing wide open the temple of knowledge to all her youth from the Kindergarten to the University, untroubled with the idea that obtains in England and America that free schools would demoralize the children of labor. Moreover, she has unhesitatingly forced her laborers to demoralize their own children.

It would be interesting to know just where this demoralizing work commences, whether with the fundamental rules of Arithmetic or the Rule of Three; why Algebra and Geometry should be so much more demoralizing than Arithmetic; chemistry and physics, than geography and grammar. Pres. Elihu White, of Purdue University, has well suggested that it is a common trick of logic, to assume that one of two contemporaneous phenomena is the cause of the other." The change in the moon are held responsible for the mutations of the weather; the free high school for the alleged growing distaste for labor. It would be just as reasonable, and more so, to charge the blame upon our form of government, which throws open official

as for general composition, and thereupon base an argument
inst free institutions.

We have no time to consider the causes of whatever false
ions may be current about labor. One thing is evident,
re is no surer way to make labor distasteful to the average
d than to establish the fact that labor is a synonym for
rance. Universal education is the remedy for such an evil,
the higher the better for the laborer, for the State, and the
ld. It is a libel on education and civilization to charge
n with contributing to idleness. There are no more idle
ple in the world than savages. Education multiplies wants
aspirations and these are the highest stimulus to labor.

THE RIGHT TO TAX.

is urged that the right of the State to tax for educational
poses is limited to such an education as shall fit the people
the discharge of the duties of citizenship. It is difficult,
ever, to see how or why the right of the State, if it exist
ll, should be limited to the common branches, or in fact
ited at all. And why should America more than Prussia
nk from the logic of this doctrine, if in addition to the
n school it should lead to a University like that of Michigan,
ained by the State, or in the distant future even to a
ional University.

s the value of the diamond increases rapidly in proportion
he square of its weight, so it is with higher education in
value to the State, in its bearing on individual character,
as a police regulation for the prevention of crime, as is
ent from the fact that "from the one-seventh of our popu-
on that can neither read nor write come one-third of all
criminals, and of the remaining two-thirds only one per
t had received an education in the higher branches."

a France where 30 per cent of the male adult population do
know their letters it is estimated there are annually 30
ders to every million of its inhabitants; in Lombardy,
re only one-half of the population can read the number is
in Naples and Sicily where only one-fourth can read, 100;
Spain where 12,000,000 out of 15,000,000 do not know their
ers, and only 2,000,000 can write, the number sweeps rapidly
ward, amounting it is said just before the breaking out of
ir last civil war, to 300 in a province of 360,000; compare
condition of things with that of Germany, or even Eng-

land, where the murder rate drops to 4 in a million; compare the northern and southern States of this Union.

No, the American people cannot afford to cripple their 70 schools, in which are gathered 8,000,000 of American youth by decapitating their school system.

The High School is worth all it costs if it served no other purpose than that of giving inspiration to the lower grades. It has, however, become a public necessity, in order to meet the demands of modern commercial manufacturing town and city life, for that directive talent, intelligent and skilled labor which education in the three R's alone cannot supply.

It is needed to complete our common-school system. It comes to form an essential part of it.

THE DEBT OF CAPITAL.

The capital of the country owes this much to the child of toil. It owes it to itself, to the State. It should never be forgotten,—that celebrated saying of an Irish Jurist—*"If property has its rights it has also its duties,"* and among these it is not extravagant to class the duty of furnishing the children of the poor as well as the rich, common wards of the State in whom society and the State have a common interest. Such opportunities for education as their aspirations may lead them to acquire.

The history of education in this country will show that the High School supported by public taxation, was not a mere afterthought, but that it was regarded by earlier legislators, statesmen, and educators, as a legitimate outgrowth of the development of the common-school system. The earliest educational legislation in the Colony of Massachusetts was for higher instruction.

Not only can we not afford to interfere with the High School, but there is a growing demand for still higher education, and if the friends of the denominational college, instead of giving countenance to the economical opponents of higher instruction, would direct their attention to bridging over the chasm between them and the high schools, so that the latter might become more generally the nurseries of the former, there would be less necessity for the State University. There is room enough in this country for the academy and the high school, the college and the university.

The present is no time, perhaps, for new ventures, but

fully husbanding rather what has been gained, trusting out of the present agitation the free schools of the country come unscathed, with foundations more firmly laid in the traditions and judgment of the people, and with superstructures going higher into the domain of advanced instruction than hitherto; trusting that out of the present agitation shall come a higher appreciation of the fact that it is the interest of the State to secure the highest development of its citizens; that the public encouragement and support of both primary and higher education should not rest upon State interest alone, but upon the still broader principle that the greatest work of the State is its education, the culture and development of the noblest manhood,—a work of such transcendent magnitude as to be safely entrusted only to public support and the direction of public authority.

PERSONALITY IN TEACHING.

It should be the pride of every earnest teacher to have his pupils in after years say, not that they learned so much Greek, Latin, science, or mathematics, from him, but that he inculcated habits of study as wielded a powerful influence in moulding their very characters. The personal power of the teacher does far more to accomplish this than any so-called methods which he may employ, although methods must not be ignored. One can tell how much inspiration a student will receive from an active teacher with whom he comes in close contact. Hence, I firmly believe that many students rush to our eastern universities to secure imaginary advantages only. They do not receive the benefit of larger laboratories and finer apparatus often, but actually receive instruction from men of a world-wide reputation; but the classes as a rule are so large that the personal magnetism of the teacher does not reach the individual pupil. The inspiration that a pupil receives from an intimate association with many efficient instructors in our western colleges more than compensates for any advantages they receive in the east. I need not reiterate the truism that every teacher must necessarily exert some influence over his pupils in forming their characters. If it is not good, it is the opposite. The object of this paper is to point out a few of those things in which the teacher's personality will have far more weight in determin-

ing his success than all the traditional methods of which may avail himself.

In the first place the personal power of the teacher should manifest in inspiring his pupils with a desire to be careful, independent, investigators. I have in mind a young man distinguished himself while at college for his independent inquiries. Whenever a question of importance was sprung he would always examine it from every stand-point, search for all the information that he could find bearing on it, and then reach a conclusion of value, because it was obtained with care. The young man is now a rising lawyer, and his opinion is of great weight with learned members of the bench, because they know that he never carries on a superficial investigation. A real teacher endeavors to have his pupils attain this degree of excellence. To do this he must be an earnest, independent thinker himself, and a careful investigator of facts. He must have respect for the opinions of his pupils, however widely they may differ from his own, and he must lead them to the correct view instead of simply stating it and then requiring them to accept it on faith. The teacher who ridicules the opinion of a student without presenting something better, or presenting it in such a way that he cannot help seeing it, lowers himself to the level of the political demagogue. The whole bearing of the teacher, in the school-room and outside of it, will have far more influence in inculcating the habit of independence than all the preaching that he may do on the subject.

In the second place this personality is seen conspicuously in the government of a school. One teacher may employ the reporting system and accomplish good results. He may even inspire his pupils with loftier moral sentiments by means of it. Another teacher will accomplish but one result by it—promote unadulterated lying. The second teacher may, however, be very successful by other means. If so, his own personality, in the case of the first, will do more for him than any of the methods he may use. Of course the true teacher governs by moral force. How many, however, have very erroneous ideas in regard to this. Too many imagine that it must be manifested chiefly in moral lectures and frequent expositions of Scriptures in the devotional exercises. If the teacher have very great moral force himself, he will accomplish more by this than good in this way. Let him do less preaching and show more moral power in his whole bearing. When a student

is a wrong, he should be led to see it, if possible. It is only when the student has really committed some offense that the teacher should seek a private interview with him. Teachers often make mistakes in giving too many private lectures. Let me illustrate. A boy comes under your care for the first time. He is naturally bright and quick, and fully conscious of his weakness. No one at home is quite so wise as he and he thinks that the same must be true at school. His whole aim is to be conspicuous in the class and to appear smart in their eyes. His answers are such as to produce that effect. The other members of the class and the teacher see it at once, and it is more or less annoying. Now it would not be the thing at all to take the boy aside and lecture him on his weakness. He has not been guilty of an offence sufficiently grave to warrant such a course. Indeed it can hardly be said that he is guilty of an offence at all. As I have intimated, he desires to be conspicuous before the class. The proper place then to humble him is before the class. The weapon to be used is sarcasm, and it will do no harm if the blade should cut tolerably deep the first time or two. When you meet him outside of the class-room, you should greet him as cordially as ever and not manifest the slightest desire to rebuke him. That boy will learn in a very short time that you are his friend outside of the recitation-room and that he will have no trouble in the class so long as he keeps in his proper place. He will also soon understand that, whenever he attempts to make himself too prominent, he may expect a thrust from the same weapon. Sarcasm is indeed a dangerous weapon and should be used very guardedly; and yet it will often accomplish more and inspire more respect on the part of the student than lengthy moral lectures in private. The physician cannot employ the same remedy in all cases. Sometimes he will only use mild poultice; again he will find that amputation is necessary; in a third case he will see that an application of the knife is needed. So is it with the teacher.

Again, the personality of a teacher should be seen in the inculcation of habits of faithfulness and regularity in work. When a teacher has arranged a programme for recitation, it is much his duty to follow out that programme, unless there is an excellent reason for violating it—a reason, too, that the pupils can understand, as it is that the janitor should ring the bell at the appointed time. One day the teacher finds at the close of the time allotted for the recitation in arithmetic, that

he has not accomplished all that he desired, and he continues the class through the next half hour, omitting the recitation in grammar that should have followed. In a day or two the arithmetic class is crowded out in the same manner. It will not be long until the pupils of that teacher will begin to make estimates in regard to the probabilities of the recitations. They will reason something like this: Did we recite in arithmetic yesterday? Yes. What are the probabilities that we shall recite to-day? Are the chances three to one in favor of a recitation or against it? They do not feel that the recitation is a certainty, and they make preparation in accordance with that feeling. This is wrong. The student should enter the school room without the slightest doubt as to the carrying out of the programme. Of course the earnest teacher will often find the recitation hour inadequate for a thorough presentation of the theme under discussion. What will he do? He will dismiss the class at the proper time and make an appointment to meet them outside of recitation hours. This earnestness on the part of the teacher will meet with a hearty response in the minds of the majority of the students. The consecrated teacher will devote many hours to such work. A teacher's example in following out regular and systematic plans of work will be more potent in influencing pupils on these points than all the lectures he can give.

Again, a teacher's personality should be seen in original means for accomplishing desirable ends and in practical tactics for meeting peculiar and trying cases. Every one who has given any study at all to the four great military lights of world's history—Alexander the Great, Hannibal, Julius Cæsar and Napoleon Bonaparte—knows very well that they were men of foresight, men who studied all the strong and all the weak points of their opponents and then prepared to meet them. But, if this had been their only talent, many of their brilliant victories would have been ignominious defeats. They were men of such decision and practical talent that, when an event took place altogether different from what they had expected, they could decide on the spur of the moment what ought to be done and thus meet the emergency just as well as if it had been embraced in their original plans. This often changed defeat into victory. And we all know that the very presence of Sheridan at Cedar Creek, Sherman at Atlanta, and Grant at Richmond did far more to insure success to our arms at the

ical periods than all the treatises on military tactics that have ever been written. This is a talent that every true teacher possesses in some measure. He may use with success certain methods for years; but, if he is then thrown in contact with a different class of students, he must change his tactics to suit the case. Teachers often fail from the want of this tact. Emerson says in his essay on Character that the biographies of such men as Mirabeau, Philip Sidney, Walter Raleigh, and Washington do not justify our estimate of their genius—that their men were greater than their deeds. He then adds: "The greatest part of their power was latent. This is what we call character—a reserved force which acts directly by presence and without means." What is true of those great men in their spheres, is also true of the great teacher in his sphere. You may read all about the internal workings of the School at Rugby for the purpose of getting light on the subject of teaching, and you will be compelled to admit that Dr. Arnold was far greater in all his methods and plans; yes, greater than all the encyclopedias and journals of education that the age has produced. The great power that such men as Socrates and Plato exercised over their followers cannot be accounted for on the ground of principles they promulgated alone. Those disciples were so unattractive as to come under the personal power of those giant intellects, and they thus received their inspiration from them. Happy indeed is the student who can sit at the feet of an earnest, wide-awake, enthusiastic teacher and feel the touch of his personal magnetism.

G.

PRIMARY READING.

I have often been requested by young teachers, to tell them *how to proceed* to teach reading to children in the lowest grade of our public schools; and have written many letters in answer to these questions. For the benefit of these and others, I submit this paper for publication.

I have long been convinced that teachers in our primary schools require the most careful preparation for their work. Many do not know how to impart the *first* lessons, simply because they have nothing to build upon, as most children enter school ignorant, even, of the alphabet.

While the "Educational Monthlies" give them many general ideas of great value, they do not afford such instruction as the young teacher requires, who needs to know "*just what to do, and how to do it.*" She says—"If I can only get the children started in the right path, I can proceed. I don't care to know all about the *different* methods of teaching." "What I wish to know is *what is the best method,—in what it consists,—and how to begin with it.*"

I do not wonder that so many teachers find themselves unprepared for their work, coming as they do fresh from the high schools,—where they have been solving grave mathematical and philosophical problems,—to a room full of babes, scarcely able to give their names correctly. No wonder they are frightened, and want to know in the *fewest, plainest* terms "*just what to do and where to begin.*"

During the first years of my own experience as a teacher I searched in vain, in books and journals, for similar instruction. Some told me of the *word method*, but gave me no clear idea how to proceed with it. Others the *phonetic*, of which I understood still less; and some the *sentence method*, which I dared not try.

Not having then enjoyed the advantages of a Normal School, I comprehended only the alphabetic system, the one by which I had myself been taught. I say "comprehended," but as it is so difficult for a pupil to *comprehend* the *method* by which he is taught, while trying to understand the *matter*, I fear I had but a feeble knowledge of even this one. However I tried it for four or five years, though always being dissatisfied with my success at the close of each term.

At the expiration of five years I entered one of the first Normal schools of the country, where I gained many intelligent ideas upon the "art of teaching," and learned somewhat of the way to put theory into practice. Since then I have, I trust, increased my store of knowledge, by years of teaching in a Normal School. I hope, therefore, I shall not be deemed impractical if I endeavor to give in this paper a brief summary of the young teacher's first work, as I understand it.

First let each child be provided with slate, pencil, and spoon. The slates should be of the same size, if possible, therefore it is better that the teacher purchase them. These are all the elements needed.

For the first work, place in script characters on the blackboard a few simple one-syllabled words, such as for example "dog, cat, doll, &c."

have a short conversational lesson with the children about their pets, and produce pictures also, to excite their interest; then turn their attention to the board, whereon are such words as have been indicated above.

Point to dog, telling the children that *this means dog*, or is the dog, and have them look closely to the word. Do the same with a cat and doll; then drill carefully on the words, placing them in different parts of the board, to see whether they will recognize them. Let the different children point out the words required by the teacher. The drill should be very short, so as not to weary the little ones. After the lesson is over, have them take slates and pencils, and endeavor to make some simple words, to teach them how to use their pencils, and to produce legible writing.

Reasons.—1st. I would begin with *blackboard work*, because the children can have no interest in dull books, in which they do not know a single character, nor even know how to hold them. Besides the teacher can best secure the individual attention of the children by directing all eyes to one place on the blackboard. 2d. I would use the *script characters* instead of *printed* ones, because it is very important that the pupils be taught writing early as possible, and as they are always trying to copy what is on the board, in a short time they will have learned to make the characters, besides fixing the words they represent more firmly in their minds.

Again, unless the teacher can print *perfectly* the children will not easily see the resemblance between her printing and that in the books, and her work would be lost. As I said before the children will copy what is on the board, and learn to *print* instead of *to write*, which would be time lost.

In the succeeding lessons I would teach simple familiar objects and words until they have learned quite a list. Keep *all* the words that the children have learned on some part of the board, for review,—as a review upon *all* should be given nearly every

time. The teacher will be surprised to see how animated the children will become, in selecting the different words from the board, and how accurately they will point them out.

After each lesson the teacher should allow the children to use their slates and pencils and endeavor to copy the simple words, or simple strokes, according to the discretion of the teacher.

I think they will learn quite easily twenty-five words in weeks' time, after which it would be well to place the words in simple sentences, as—"The dog is black, &c., (always beginning the sentence with a capital, and terminating with a period.)

In teaching the sentences, give conversational lessons similar to the first ones, and for the same purpose. Drill on these words introduced as with the first object-words, taking on two sentences a day, until all the first-learned words are disposed of. I would give three reading lessons in the forenoon and two in the afternoon, but they should be very short, interspersed with some light exercises, as gymnastics, marching, &c. If the teacher is ingenious she will introduce such variety into the lessons that each recitation will seem like a new lesson to the pupil.

Say not one word *yet* to the children about the letters composing the words. Teach the *individual word* as if it were one character.

This work with *script characters*, ought to continue two months (during which time the pupils are learning to write). At the end of that time the children will be able to read almost all simple sentences composed of the *commonest words*.

If the teacher has been thorough in her work, she will have little trouble in giving the following lessons which should be on the *printed characters*. For this purpose she may use charts containing simple words and sentences, similar to those already given in the script teaching. Proceed in the same manner with the new lessons as with the old ones, always remembering to have plenty of variety in drill.

The children should continue with the chart exercises several or eight weeks, by which time they will be ready to take text books and learn to spell.

The teacher will find no difficulty *now* in teaching the letters that compose the words. I have never spent more than a few weeks over the letters, with my *dullest* pupils, after the manner which I have described.

Occasional exercises in spelling by sound however, were introduced, which I think aided me greatly in advancing my pupils; but the discussion of this topic will require a separate paper.

LUCY

EDITORIAL DEPARTMENT.

WE call especial attention to the excellent paper of W. W. Ross, on Public High School. Don't fail to read it. It demolishes the erroneous conclusions sometimes drawn from statistics. Mr. Ross has ventured a more thorough examination to make his statements still stronger. On p. 238, line 8, after "30 per cent" he inserts "and even 40 per cent"; in line 10 he changes "ten or fifteen" to "ten, fifteen, and twenty"; in line 11 he changes "thirty" to "from thirty to forty"; and in line 12 he changes "ten" to "from ten to twenty." On p. 233 he changes, third from the bottom, "so monopolizing to itself" to "such a monopoly" and inserts quotation marks after "hearing" on p. 234, line 20, and after "building" line 26. Misprints:—p. 234, line 8 from the bottom, "ever" for "even," and p. 239, line 16, "when" for "where."

THE meeting of the Ohio Teachers' Association, at Put-in-Bay, July 3 and 4, was well attended, as usual. Every year there is an increase in the number of persons who go to Put-in-Bay the week before the meeting in order to get a few days of rest and recreation before the arrival of the school. The proceedings of the Association will be published as usual in the *Monthly*, most probably in the numbers for September and October. Persons soliciting subscriptions for the *Monthly* at the Institutes should be careful to tell subscribers that subscriptions must begin either with January, April, July, or October. Those wanting to get the full proceedings should have their subscriptions begin with July rather than October.

ONE of the most marked things done at the State Association last year was the organization of a new Section, to be devoted to the advancement of ungraded schools. So far as we know the credit of this necessary movement is mainly due to Alston Ellis, L. D. Brown, C. W. Burns, and Commissioner Burns. We hope a rousing meeting will be held for in Columbus next winter in the interest of ungraded schools. It is a disgrace to Ohio legislators that they do nothing to advance the interests of rural schools.

E. O. VAILE, well known to Ohio teachers has become editor of the *National Weekly* at Chicago. He is a trenchant writer, and the readers of the *Weekly* may expect vigorous and suggestive editorials. The price of the *Weekly* is \$2.50 a year. We send it with the *Monthly* for \$3.35 a year.

WE attended the great educational gathering at Fabyan's in the Blue Mountains, N. H., July 9, 10, 11, and 12. We suspect that Ohio was better represented than any other State outside of New England.

We have not a full list of those attending from Ohio. The following partial list of Ohio attendants:—A. J. Rickoff, and Misses Dutton, For Kahnheimer, of Cleveland; J. B. Peaslee and wife, E. W. Coy, Longley, and Lucia Stickney, of Cincinnati; John Hancock of D. E. H. Cook of Columbus, H. P. Ufford of Chillicothe, and E. A. Jo Massillon. The hotels for ten miles and more from Fabyan's about with teachers. The number in attendance will never be known. The number on the treasurer's books, about 2000, must be considerably less than the actual number in attendance. Although excursions to the Mt. Washington, Mt. Willard, Mt. Deception, and Mt. Kearsarge, Crawford Notch, Echo Lake, Profile Mt., the Basin, the Pool, the Lake with its hanging boulder, etc., were the order of the day, yet the meetings were well attended. The Hon. T. W. Bicknell, President of the American Institute, was the giant of the occasion, being surpassed only by the Hotel Clerk at Fabyan's. As a presiding officer and general manager for such an occasion Mr. Bicknell is a grand success. He handles reins with as much skill as the driver of a circus chariot with its two horses when on its triumphal entry into a town on show day. He ought to have been born out west, for he has all the generosity, humor, and energy characteristic of western life. In consequence of, ever, of the mistake as to his place of birth, he adds to these qualities the culture of the East. The secret history attending the getting of this great educational gathering and its successful management, that Mr. Bicknell has the qualities of a great general, and hence how to act vigorously and shrewdly in trying emergencies, several which were not wanting. *Vive le Bicknell.* I. N. Carleton, of New Britain, Conn., was elected President for next year, Mr. Bicknell having positively declined to serve a third term. We were glad to meet several of our old eastern acquaintances, among whom were Hagar of Salem, of Boston, S. S. Greene of Providence, Mr. and Mrs. Kraus, Calkins, Mrs. Diehl, of New York, M. A. Newell and Kate French of Baltimore, F. A. March of Easton, and others, and also to form new and pleasant acquaintances among prominent educators. Not the least of the pleasant episodes in the mountain excursions was the companionship of a number of New-York-City lady teachers (Ella Calkins, Emma M. Requa, Helen Davis, Mary S. Kennedy, and Laura E. Leal, of the Normal College, M. Augusta Requa, Mary M. Bryan, and Mary R. Davis, of the 12th Street School), under the escort of N. A. Calkins. We insert the paragraph for the benefit of one John Hancock and one Andrew J. Rickoff, who endorse any amount of such complimentary adjectives as *witty, entertaining, vivacious, intelligent, generous*, etc., when applied to these ladies. Hancock will not fail to save this number of the Monthly for reference when sending out programmes for the next meeting of the National Educational Association. We expect to publish in a future issue the resolutions passed at the evening meeting upon Mt. Washington, the clouds, with the wind blowing forty miles an hour. We remained at Fabyan's until after the last teacher had left for home or distant excursions, having enjoyed a week of unalloyed pleasure. *Vive le Bicknell.*

—THE Michigan School Report by the Hon. H. S. Tarbell, is a fine volume of 374 pages. This report contains some novel tables, such as those relating to text-books used, salaries of teachers, etc., the novelty consisting more in the mode of tabulating than in the matter tabulated. Tarbell's discussion of the famous West-Point argument is excellent. We should like to reproduce it in full if our space permitted. But perhaps it has been already sufficiently answered. The reports of the township superintendents show that the township system is not a success. About a hundred pages are devoted to the proceedings of the State Association at the meeting in East Saginaw, December 26, 27, and 28.

—WE have received the Oberlin school report for the year ending August 31, 1877. This is Mr. Chittenden's first annual report. The pamphlet contains in all 43 pages. It gives the course of study in detail and the history of the schools as given in the State Centennial volume. Although the total school census in Oberlin in 1876 was 1049, of whom 269 were colored, yet the High School in the year 1876-7 had an enrolment of 148 boys and 97 girls. This is an excellent showing, notwithstanding that these were non-residents. The college in Oberlin no doubt adds to the standing of the High School, just as Michigan University does to the excellent Ann Arbor High School.

—WE have received the Cleveland School Report for the year ending August 31. We wish Boards of Education would provide for an early issue of their annual reports instead of having them appear nearly a year after the expiration of the year for which the report is made. The growth of the schools in Cleveland since Mr. Rickoff became Superintendent has been wonderful. To provide for this rapid growth and at the same time to improve the character of the schools has been the great problem which Mr. Rickoff has been called upon to solve, and his solution has been complete. Cleveland now has a corps of teachers which need not fear a comparison with the teachers of any large city in the country, in *esprit*, scholarship, industry, and all that goes to the make-up of ladies and gentlemen. In the year 1868 the school census was 25,823, the registration 10,154, the daily attendance 6,623, and number of teachers 157, while in 1877 they had increased respectively to 49,014, 21,659, 15,044, and 346. These figures are a warrant for the statement as to the remarkable growth of the schools. While the per cent of pupils attending the Public Schools has increased from 61.2 in 1869 to 66.4 in 1877, the per cent in the private schools has decreased from 7.3 to 5.5, and in the Church schools from 31.5 to 28.1. Mr. Rickoff says the only correct way to estimate graduations is to find the ratio of the number of graduates to the whole number enrolled in the schools at the time of its entrance. In this statement he is undoubtedly correct. We wish our space allowed us to refer further to this interesting report.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THE total Public-School enrolment last year in Akron was 2740.

—THE fall term of Poland Union Seminary will open August 19th.

—NINE gentlemen graduated from Wittenberg College, June 27th.

—THREE young ladies graduated from Putnam Seminary, June 27th.

—FIVE girls graduated from the Medina Public High School this morning.

—THIRTY-SIX students graduated in the Classical Course at Oberlin College, June 11th.

—THE Texas Teachers' Association held a week's session at Dallas, beginning July 8.

—A FEE of ten cents was charged for admission to the Commencement Exercises in Kent.

—SIX young ladies graduated at Poland Union Seminary on the afternoon of June 14th.

—SIX young ladies graduated from the Dayton Normal School at its last Commencement.

—THIRTY-THREE students graduated from the State Normal School at Maryland, May 30th.

—AT the Willoughby Commencement, June 13th, there was only one male graduate, Byron W. Damon.

—WITTENBERG College has received a bequest of \$20,000 from the estate of Weikart of Greenford, Ohio.

—THIRTEEN girls graduated from the Public High School of Alliance, Ohio, Thursday evening, June 20th.

—FOUR girls graduated from the Public High School of Garrettsville, Ohio, Friday evening, June 7th.

—EIGHT pupils, 1 boy and 7 girls, graduated from the Public High School of Marion, Ohio, May 31st.

—TWENTY-FIVE young ladies graduated on the evening of June 1st from the Cleveland Normal School.

—FIFTEEN pupils, 5 boys and 10 girls, graduated from the Painesville High School, Thursday, June 20th.

—FIVE girls graduated from the Clifton Public High School, Friday evening, June 7. This is the first class.

—TEN pupils, 4 boys and six girls, graduated Friday, June 21, from the Public High School of Oxford, Ohio.

—ONE of the class of '78 in Michigan University gives as his future vocation "*dolce far niente*."

—TWENTY-TWO pupils, 6 boys and 16 girls, graduated from the High School in Akron the latter part of June.

—FIVE students, 3 gentlemen and 2 ladies, graduated at the last Commencement at Buchtel College, Akron, Ohio.

—THE Georgia Teachers' Association was announced to meet at Nashville, July 31, August 1, and August 2.

—NINE pupils, 2 boys and 7 girls, graduated from the Public High School of Hamilton, Friday evening, June 14.

—SEVEN pupils, 4 boys and 3 girls, graduated from the Public High School of Niles, Thursday evening, June 27th.

—THE Kentucky Teachers' Association will meet at Somerset on the Cincinnati Southern Railway, August 13, 14, 15.

—THE class of '78 Michigan University, was degreed as follows:—A., 39; B. S., 6; Ph. B., 10; M. E., 4; C. E. 15.

—SEVEN students, 6 gentlemen and 1 lady, graduated from the University of Cincinnati, Thursday evening, June 30.

—THIRTEEN pupils, 8 boys and 5 girls, graduated from the Public High School of Portland, Oregon, Thursday, June 27.

—TWENTY-THREE pupils, 4 boys and 19 girls, graduated from the Public High School of Ironton, Monday evening, June 17.

—NINE pupils, 2 boys and 7 girls, graduated from the Public High School of Hamilton, Ohio, on the evening of June 14th.

—SEVEN pupils, 3 boys and 4 girls, graduated from the Public High School of Massillon, Ohio, Thursday afternoon, June 20.

—THE next term of Western-Reserve College at Hudson, Ohio, will begin, August 29th. Entrance examination, August 28th.

—TEN students, 6 gentlemen and 4 ladies, graduated at Muskingum College, New Concord, Ohio, Thursday, June 27th.

—SIX pupils, 2 boys and 4 girls, graduated from the Public High School of Wilmington, Ohio, Thursday evening, June 20th.

—THE people of Barnesville are talking of building a new school-house. Some of them think the one now used is a disgrace to the town.

—FOUR young ladies graduated, Wednesday, June 12, at the Ohio Female College at Oxford. The exercises began at 9 in the morning.

—THE Journal of Education (England) after an existence of nine years has been incorporated with the Scholastic Register (London).

—THERE has been no reduction in the salaries of the teachers in Westtown, Ohio, except of \$3 a month for the intermediate teacher.

—SIX pupils, 1 boy and 5 girls, graduated from the Public High School of Defiance, Ohio, Friday evening, June 21st, making the seventh class.

—THE Eclectic Teacher for July contains the programme of the convention of Southern Educators to be held in Chattanooga, August 6, 7, 8.

—TEN pupils, 3 boys and 7 girls, graduated from the Public High School of Clyde, Ohio, Thursday evening, June 13th. The course extends through four years.

—WE presume the largest college library in Ohio is that of Marietta. In 1876 it contained 27,000 volumes while the much-vaunted University of Michigan had only 25,500.

—THE 4-Weeks' Normal Institute at Sidney, Ohio, under the direction of Messrs. Baker and McFarland, opened July 15, with 42 teachers with a prospect of a large increase.

—EIGHTY-SEVEN pupils graduated from the Cincinnati Public High Schools on the morning of June 25, 44 of whom were from the Woodward School and 43 from the Hughes.

—ELEVEN pupils, 4 boys and 7 girls, graduated from the Public High School of Troy, Ohio, Thursday evening, June 20. These pupils constituted the twenty-third graduating class.

—THE Missouri Supreme Court has decided that school boards have no right to allow religious denominations to hold religious services in the school buildings under their control.

—THE Ohio-Central Normal Institute this year is said to be larger than ever before. At the Commencement Exercises on the 26th of July 34 graduated, including 11 kindergartners.

—THE attempt to reduce teachers' salaries for next year in Cincinnati failed by the Board's inadvertently confirming the appointment of teachers before the reduction committee reported.

—SEVEN students, 6 gentlemen and 1 lady, graduated from the University of Cincinnati, Thursday, June 27th. One of these, Chas. B. Hancock, is the son of Dr. John Hancock, of Dayton.

—THE total enrolment in the Doylestown Public Schools last year was 235, of whom 73 were in the High School. The total average daily attendance was 200, that of the High School 37.

—THE salaries of the Public Schools of Tiffin for next year will be as follows:—One, (Mary Ebbert), \$90 a month; one, (B. F. Myers), \$85; two, \$65; two, \$50; four, \$45; nine, \$40, and six, \$35.

—THE Stark-County Teachers' Institute will be held in Canton, this week beginning October 14. The Instructors will be the Hons. T. W. Harvey and J. J. Burns and Profs. Tappan and DeWolf.

—THE whole number of pupils enrolled last year in the Public Schools of Hamilton, Ohio, was 1907, an increase of 235 over the preceding year, while the average cost per pupil was reduced \$1.20.

—THE art exhibition given some months ago by the Public Schools of Pittsburgh was attended by more than 10,000 persons. There were on exhibition more than sixty bound volumes of manuscript.

—THIRTY-THREE pupils were present every day the last school year in the Eaton Public Schools. Of these 12 belonged to the High School. The whole number enrolled in the schools within the year was 555.

—ANOTHER still. The Dunkard (Dunker or Tunker) Church has founded a college at Ashland, Ohio; building to cost \$100,000, endowment and already subscribed, \$180,000. This is the only Dunkard college in the country.

—TWELVE pupils, 4 boys and 8 girls, graduated from the Public High School of Newark, Ohio, Thursday evening, June 20. The date was incorrectly given last month as June 30, and the aggregate only of the graduates given.

—THERE are only twenty-three city and borough superintendents of Public Schools in Pennsylvania. In this respect she is far behind Ohio, while Ohio is behind her in having no County Superintendents. We have few township superintendents.

—IN the closing week of the Jamestown Public Schools undergraduate exercises took place June 14, and on the evening of the same day there was an Alumni Entertainment of the High School, and on the 19th an Alumni Entertainment of the Philomathian Society.

—THE Summer School of Prof. S. S. Hamill, at Jacksonville, Ill., has been a grand success. It seems hardly possible for Mr. H. to stand the great tax upon his time and strength made by the elocutionary demand which is unexpectedly large. See Prof. Hamill's advertisement.

—THIRTY-ONE students, 28 gentlemen and 3 ladies, graduated from Wooster University, Wednesday, June 19, 26 of whom took the Classical course, two being ladies, 3 the Philosophical, one being a lady, and 2 gentlemen) the Scientific Course. The exercises began at 9:30 A. M.

—BY an oversight we neglected to call attention to the advertisement in our issues for April, May, and June, of Hotze's First Lessons in Physics, and First Lessons in Physiology, published by the Central Publishing Company of St. Louis. See the advertisement in these numbers for the testimonials of A. J. Rickoff and D. B. Hagar.

—TWENTY-FIVE ladies graduated from the New-York Seminary for Kindergarten teachers, July 1. The class consisted of 32 ladies, 11 of whom have not yet completed the course. This Seminary is under the control of Prof. John Kraus and his wife Mrs. Kraus-Boelte. Our readers may expect soon another Kindergarten article from Mrs. Kraus.

—A Teachers' Institute is announced to be held from August 21 to August 23, by Edward Wise, of Jonesboro, Tenn., on Roan Mt., N. C. It will close with a Reunion of the teachers of North Carolina and Tennessee. Teachers are to be allowed half rates by L. P. Searle, the proprietor of Cloudland Hotel. The top of Roan Mt. is 6367 feet above the level of the sea.

—SEVENTY-TWO (not 82 as previously stated) pupils, 14 boys and 58 girls, graduated from the Public High School of Columbus, on the afternoon of Wednesday, June 20. Only 15 took part in the public exercises, five honor girls (average per cent for four years over 90) and ten selected by the class, 4 boys and 6 girls. Four of the girls took the three-years' course.

—Six girls graduated from the Public High School of Martin's Ferry May 31. The class of the preceding year numbered 4 boys and 7 girls. Two of these boys entered the Freshman class at Princeton College, and the others entered the Military and the Naval Academy, securing their appointments by a competitive examination. They both stand high in their classes.

—THE Indianapolis High School, organized with a four years' course in 1864, has sent out only 140 graduates while the little town of Salem, Ohio, with a four years' course not inferior to that in Indianapolis has since 1864 sent out 82 graduates. In Salem the first class of two graduates graduated in 1865. The population of Indianapolis is twenty-times that of Salem.

—THREE gentlemen graduated at Antioch College, Wednesday, June 19th. An address was delivered by the Rev. Dr. H. W. Bellows. The fall term will begin September 11th, and the next Commencement will not take place until 1880, after which no "Master's Degrees will be bestowed except after examination in a course of studies hereafter to be fixed by the Faculty of the College."

—THIRTEEN pupils, 2 boys and 11 girls, graduated from the Public High School of Brooklyn Village (near Cleveland), Tuesday evening, June 25. One boy and three girls took the Latin-Scientific course, and the others the scientific course. One of the young ladies in a few minutes after receiving her diploma pledged fidelity to the Superintendent in a new relation of wife.

—THE following are the salaries now paid in accordance with State law to the County Superintendents in Pennsylvania. We have not learned whether any County has voted more to any Superintendent. We presume not:—Four at \$2000; one, \$1949; one, \$1800; one, \$1701; one, \$1638; one, \$1607; ten, \$1500; one, \$1300; one, \$1292; two, \$1200; one, \$1179; one, \$1151; one, \$1112; one, \$1107; one, \$1098; one, \$1058; two, \$1017; twenty-five, \$1000; and seven, \$800.

—THE principal salaries in Cleveland for next year have been fixed as follows:—Superintendent \$3300, Supervising Principals (2) \$2000, Music Teacher \$1800, Drawing Teacher \$1700, Writing Teacher \$1500, German Teacher \$1500, Supervising Principal of the Primary Grades \$1200, Principal of Normal School \$2100, Assistant \$900, Training Teachers (2) \$800, Principal West High School \$2000, Male Assistants (2) \$1500, Male Assistant \$1150, Female Assistants \$1000 and \$800, A Grammar Principals \$1000, and \$800.

—THE Public Schools of Wooster made great advancement last year under the direction of W. S. Eversole, who has been unanimously re-elected. On the evening of June 24, twenty-three pupils, 8 boys and 15 girls, graduated from the High School in which the enrolment last year was 147, 23 being non-residents. The per cent of attendance was 95, which is higher than that reached in any preceding year. It is said that the teacher of drawing, Mr. F. G. Steele, has accomplished wonders in his department the last year. We had the pleasure of seeing some of Mr. Steele's specimens of school work at Put-in-Bay.

—MARIETTA College graduated this year a class of twenty-one; nine receiving the degree of B. A., and two that of B. S. The first honor taken by Albert B. White, son of President E. E. White, of Purdue University, Indiana.

is noteworthy that the senior class numbering twenty-two (one being excused by illness from taking his degree) represented eight states: Michigan, Indiana, Illinois, Iowa, Colorado, West Virginia, and Texas, besides Ohio. The whole number of alumni is now 468; 454 B. A., and 14 B. S.

The degree of M. A. in course was given to W. W. Rowlands, of Racine, Wis., O. H. Mitchell, Principal of Marietta High School, and A. E. Sater, Superintendent of Schools at Wauseon. The honorary degree of M. A. was given to Charles L. Gould, formerly of Ripley, now residing at Sendai, Japan. The degree of D. D. was conferred on Rev. A. H. Shedd, of the class of 1856, recently a Professor in Biddle University, N. C., now of Oroomiah, Persia.

—THE Seneca-County Teachers' Association was organized June 8. Meetings are to be the last Saturday in October, and the second Saturdays of January, April, and June. Membership fee 25 cts. Officers, President, Vice President, Secretary, and Treasurer, to constitute an Executive Committee, to be elected at each regular meeting for the next year. Officers for October meeting, Pres., B. F. Myers of Tiffin, V-Pres., J. K. Hilton of Bloomville, Sec., Mrs. Mary E. Zartman of Tiffin, and Treas., A. Roop of Attica. In the forenoon Prof. C. O. Knepper delivered an address on "Metaphysics." At noon the Association partook of a bountiful repast prepared by the Tiffin teachers. In the afternoon J. C. Collister presented a "Course of Study for Sub-district Schools," and J. Platt of Tiffin read a paper on "The Participle." Celia Williams of Attica gave a select reading and Laura Stricker and Letty Wilson, recited. Music was furnished by Mary Ebbert and Minnie Jones. J. C. Collister, B. B. Hall, and Florence Cronise were appointed a committee to report on the law as to Township Superintendents.

PERSONAL.

—GEO. SWEET APPLETON, of the firm of D. Appleton & Co., died July 8.

—H. S. JONES has been re-elected Superintendent of the Public Schools of Erie, Pa.

—C. R. LONG has been re-elected Superintendent of the Public Schools of Talta, Ohio.

—J. J. STODDART of the Columbus High School has gone into the practice of law.

—J. M. MCGINNIS has been elected Principal of the Public Schools of Well, Ohio.

—O. B. TROUT was elected June 15, Principal of the High School of Penceville, Ohio.

—H. G. WELTY has been re-elected Superintendent at Marion, salary advanced to \$1300.

—C. C. DOUGLASS has been re-elected Superintendent of the Public Schools of Leetonia, Ohio.

—Mrs. ANNA M. MILLS has been re-elected Superintendent of Public Schools of Crestline.

—J. B. PEASLEE has been unanimously re-elected Superintendent of the Cincinnati Public Schools.

—DUANE DOTY has been unanimously re-elected Superintendent of the Public Schools of Chicago.

—J. FRAISE RICHARD declined a re-election at Alliance at the reduced salary made by the retrenchers.

—I. N. GEORGE has been re-elected Superintendent of the Public Schools of East Liverpool, Ohio.

—THE Hon. J. J. Burns delivered the first lecture before the Blanchard Normal Class, July 9.

—HERBERT H. WRIGHT has been re-elected Superintendent of Public Schools of Defiance, Ohio.

—Prof. W. F. PHELPS has resigned his position as head of the Wisconsin Normal School, Wisconsin.

—H. L. PECK begins next month his third year as Superintendent of the Public Schools of Garrettsville.

—HEZEKIAH SHAILER, of the firm of Sheldon & Co., was killed by lightning in Hartford, Conn., July 9.

—SIDNEY A. NORTON, of the Ohio State University, has received a degree of Ph. D. from Kenyon College.

—HENRY DOMER, of Goshen, Ind., has been elected Superintendent of the Public Schools of Dunkirk, Ohio.

—J. E. BAKER has been re-elected Principal of the Public Schools of West Cairo, Ohio. (Repeated from July.)

—F. J. BARNARD has been re-elected for three years Superintendent of the Public Schools of Middletown, Ohio.

—B. B. HALL has been re-elected Superintendent of the Public Schools of Tiffin, Ohio. (Repeated from July.)

—ALEX. FORBES, of Cleveland, delivered in Willoughby, June 12, an address on "The Bible as a Book of Culture."

—W. L. SMITH, of Saginaw, in June last entered upon his new duties as Deputy State Superintendent of Michigan.

—W. H. MCFARLAND, of Sidney, has been elected Superintendent of the Public Schools of Quincy, Logan Co., Ohio.

—C. E. HITCHCOCK, of Niles, has been chosen successor of Chas. Filley as Superintendent of the Canfield Public Schools.

-ELROY M. AVERY has been elected successor of Alex. Forbes, as principal of the Cleveland Normal School.

-W. W. PATTON, late Superintendent of the Public Schools of Kent, resumed the practice of law in that place.

-J. B. YOUNG of the Davenport High School has been elected Superintendent of the Public Schools of Davenport.

-J. J. SOMERS has been elected successor of Jas. MacAlister as Superintendent of the Public Schools of Milwaukee.

-JOHN OGDEN lectured in Washington C. H., on the evening of June 1, at the establishment of a State Normal School.

-L. H. DURLING, of the Pittsburgh High School, has been elected Superintendent of the Public Schools of Allegheny.

-F. M. GINN has been re-elected Superintendent of the Public Schools of Wythe, Ohio. He has already served eight years.

-G. W. SNYDER has been re-elected Superintendent of the Public Schools of St. Paris, Ohio. Salary same as last year.

-ELLA GRIFFITH, who has served in the Alliance High School for several years, intends to rest next year from teaching.

-W. S. KENNEDY, of Clifton, Greene County, has been elected Superintendent of the Public Schools of Yellow Springs.

-J. E. BRUCE, of the Hudson High School, goes to Cincinnati to study law. His place will be filled by Miss Anne Gross.

-M. S. TURRELL, of Cincinnati, reported for "The Times" the proceedings, last month, of the Ohio Teachers' Association.

-W. C. WALTON has been elected for the fifth year Superintendent of the Public Schools of Clifton, Ohio. Salary \$95 a month.

-J. W. ZELLER has been re-elected Superintendent of the Public Schools of Findlay, Ohio. Salary \$1,200, an increase of \$200.

-PRES. MCCOLLESTER, of Buchtel College, was announced to sail from Cleveland on August 1, with his wife and son, to spend a year abroad.

-WM. REECE was, on June 15, unanimously re-elected for two years Superintendent of the Jamestown Public Schools. Salary \$900.

-H. F. DERR has been re-elected Superintendent of the Public Schools of Hudson, Ohio. Salary \$850, an increase of 50 dollars.

-J. C. MURRAY of Lebanon, Ohio, has gone to Ladoga, Ind. He is expected to remain at Lebanon for the salary offered, namely, \$1,200.

-LUTHER CARSON, of Piqua, has been elected the successor of W. C. Carson as Superintendent of the Public Schools of Granville, Ohio.

-G. W. MCGINNIS has been elected Superintendent of the Public Schools of Columbiana, in place of J. P. Todd. Salary \$80 a month.

-JULIA WHEATLEY has been elected Principal of the Marion High School. Salary \$650. Miss Wheatley taught in West Salem last year.

-CHAS. R. SHREVE has been re-elected Superintendent of the Public Schools of Martin's Ferry. Next year will be his 20th year of service.

—A. H. KENNEDY, of Springfield, Ohio, has been elected Superintendent of the Public Schools of Rockport, Ind. Salary \$1150 and house

—Prof. E. S. GREGORY has resigned the Principalship of the High School at Youngstown. He has acted as Principal for twelve

—MRS. MARIETTA McAVOY, author of a system of Penmanship, wife of Prof. T. J. McAvoy, the elocutionist, died at Indianapolis, J

—ALSTON ELLIS has been unanimously re-elected Superintendent of the Public Schools of Hamilton, Ohio. Salary \$2200. (Repeated July.)

—JAMES P. SLADE, Superintendent of St. Clair County, has been nominated by the Republicans as candidate for the State Superintendent of Illinois.

—W. C. DAVIES, who has for several years been Superintendent of the Public Schools of Granville, Ohio, has decided to enter the ministry profession.

—C. W. BARDEEN, of the School Bulletin, and Samuel Thurber, Syracuse High School, attended the Ohio Teachers' Association, at Put-in-Bay last month.

—S. F. DE FORD has been re-elected for two years Superintendent of the Public Schools of Ottawa. He has already served in the same position for seven years.

—THE REV. DR. A. A. E. Taylor, President of Wooster University, delivered, June 27, the Annual Address at the closing exercises of Lake Forest Seminary at Painesville.

—ROBERT CULBERT RANKIN has been elected Superintendent of the Public Schools of Orrville. Mr. Rankin graduated at Wooster University on the 19th of June last.

—Pres. PAYNE, of the Ohio Wesleyan University, at Delaware, requested the Trustees to reduce his salary to \$3,000. It is needless to say that the request was granted.

—MR. WATT, of Springfield, furnished "The Republic" a series of excellent letters relating to the proceedings of the Ohio Teachers' Association at the Put-in-Bay meeting.

—THE Rev. Joseph Cook addressed the Societies of Wooster University, Monday evening, June 17, on "Does Death end all?" The seat in the Opera House was taken.

—D. S. GREGORY, D. D., Professor of the Mental Sciences and English Literature in Wooster University, has resigned, having accepted the Presidency of Lake Forest University.

—B. M. REYNOLDS of New Lisbon, Wis., formerly of Lacrosse, has been elected Superintendent of the Public Schools of Northfield, Minn. He has also been re-elected at New Lisbon.

—ABRAM BROWN, formerly Principal of the Columbus High School, and since then agent for Clark & Maynard with headquarters at Columbus, Ohio, has been engaged as agent by D. Appleton & Co.

—I. M. CLEMENS has been elected as successor of T. G. McCalmont as Superintendent of the Public Schools of Madison.

—VAN B. BAKER has been unanimously re-elected Superintendent of Public Schools of Sidney. Salary \$1300, an increase of \$100.

—T. C. MENDENHALL at the first commencement of the Ohio State University in June, received the degree of Ph. D., from the Faculty and Degrees.

—T. G. MCCALMONT was unanimously re-elected Superintendent of Public Schools of Madison, Ohio, but resigned to accept the Superintendency at College Hill.

—JAS. T. MERRILL, who has for fifteen years been connected with the Public Schools of Lafayette, Ind., is the Republican Candidate for State Superintendent of Public Instruction.

—J. H. GROVE, Superintendent of the Public Schools of Wilmington, has been chosen Principal of the Preparatory Department of the Wesleyan University at Delaware, Ohio.

—J. A. PITTSFORD will continue as Superintendent of the Public Schools of Mt. Blanchard next year, making his sixth year. He opened his school term July 8, to continue six weeks.

—JOSEPH M. WILSON, of Washington, has memorialized Congress to appropriate a portion of the proceeds of the sale of the public lands for the encouragement and support of industrial education.

—C. W. BUTLER, Lucy B. Tingley, C. E. M'Vey, S. F. De Ford, Frank E. and Margaret Morris, were granted certificates by the State Board of Examiners at the last examination at Put-in-Bay.

—GEO. CONANT, who has for ten years been Superintendent of the Public Schools of Coshocton, has been elected Superintendent of the Public Schools of Washington, Guernsey County, Ohio.

—GEO. W. YOHE, Superintendent last year of the Public Schools of Mesburgh, Ohio, has been elected as successor of Mr. C. F. Stokey as Principal of the Canton Ungraded School. Salary \$650.

—H. T. SUDDUTH, who has for four years been Superintendent of the Public Schools of Washington, Guernsey County, has accepted a position as Principal of the Court Place Academy, Gambier, at an increased salary.

—C. W. FITCH, D. D., formerly for ten years professor of languages at Denison College, died last month in Louisville, Ky., at the age of 77. In the last thirteen years he has been a chaplain in the navy.

—MISS P. W. SUDLOW, Superintendent for several years of the Public Schools of Davenport, Iowa, has been elected Lady Principal and Professor of English Literature in the Iowa State University. Salary \$1750.

—W. T. HARRIS, Superintendent of the Public Schools of St. Louis, presented a paper at the American Social-Science Association in May in Cincinnati, on "The Relation of Art Education to General Education."

—MARY ALLEN WEST, of Galesburgh, Ill., County Superintendent of Knox County, reported for the Educational Weekly the proceedings of the American Institute of Instruction at Fabyan's and Mt. Washington.

—LAURETTA BARNABY has, on account of ill health, resigned her position in the Clyde High School, in which she has served five years. Her pupils presented her a beautiful and massive gold chain as a parting memorial.

—DR. CHRISTIN, whose death was announced some time ago by the *Erziehungs-Blätter* of Milwaukee, was well known to the teachers of southwestern Ohio about twenty years ago. He used to deliver lectures on Pestalozzi.

—D. ECKLEY HUNTER has been re-elected (for two years) Superintendent of the Public Schools of Washington, Ind., at an increased salary. The increase of salary never hurts the feeling of teachers or causes resignation from them.

—RICHARD MITCHELL, formerly of Ohio, died a few months ago. In the last few years he has been teaching in Augusta, Ky. He will long be remembered by the teachers of Brown County, Ohio, for his earnestness in educational work.

—J. F. LUKENS has been elected Superintendent of the Public Schools of Lebanon, Ohio. He will also take charge of the High School. Salary \$1,200. We welcome Mr. Lukens's return to the profession of teaching after several years' rest.

—W. P. COPE has been elected Superintendent of the Public Schools of Woodsfield, Ohio. Salary \$100 a month. Year before last Mr. Cope held the same position. Last year he was acting-Professor of Mathematics in Heidelberg College at Tiffin.

—GEO. P. BROWN has resigned the Superintendency of the Public Schools of Indianapolis to accept an agency for D. Appleton & Co., headquarters at Toledo. Mr. Brown would have been re-elected by a vote of 10 to 1 if he had desired to continue as Superintendent.

—E. J. GODFREY, formerly Superintendent of the Public Schools of London, Ohio, has been elected Principal of the Salem High School in place of D. Butterfield, who has been elected Principal of the High School at Mt. Vernon, Ohio. Mr. Godfrey did not teach last year.

—ANNA T. SMITH, who has taught the Intermediate School in Jackson town for the last five years, has arranged to complete the Course of Study in the High School and graduate next June. There are many teachers in the lower grades of schools in Ohio who ought to go and do likewise.

—Prof. L. S. THOMPSON, although all the other Professors in the University had, in consequence of a want of funds, to acquiesce in a reduction of about one-sixth in their salaries, had his salary increased \$100. Prof. Thompson is making a success of his department of Industrial Art.

—ALVAN SMITH, last year of Chardon, has been elected successor of F. Cosgrove as Superintendent of Brooklyn Village. Salary \$900. Cosgrove was advised by his physician to change his residence to a place not under the influence of the lake breezes, hence he declined reelection.

—DR. T. C. MENDENHALL has promised us monthly notes from Japan on his arrival. We hope he will be enabled to fulfil his promise and give monthly instruction to the teachers of his native State. He will probably reach Japan with his wife and little son about October 1, possibly before that time.

—ALEX. FORBES, Principal for several years of the Cleveland Normal School has made a three-years engagement to represent the school-book interest of Sheldon & Co. His headquarters will be in Cleveland. Cleveland has lost his very valuable services on account of a reduction of the salary of the position to \$2,100.

—W. D. LASH, of the Zanesville High School, has been elected Superintendent in place of A. T. Wiles. Salary \$1200. Last month we gave Axline's name instead of Mr. Lash's. The mistake was made by our errand-boy, who sent a correction which reached us June 24th, after all July numbers had been mailed.

—JOHN YOUNG, first president of the Northwestern Christian Union, is the National candidate for Superintendent of Public Instruction in Indiana. He has been out of educational work for nearly twenty years. He read a paper before the first regular meeting of the National Teachers' Association in 1858, in Cincinnati.

—WM. MONROE DAVIS, father of Mrs. Rebecca D. Rickoff, died in Cleveland, July 21, at the age of 70. He was at one time director of the Cincinnati Observatory. He was an amateur optician, having ground an excellent glass for a transit instrument. We spent a night with him at Cincinnati Observatory about fourteen years ago.

—DR. J. D. RUNKLE has resigned the Presidency of the Massachusetts Institute of Technology to take a professorship therein. Under his management the Institution has prospered greatly. It is expected that the new President, Mr. Rogers, will resume the Presidency. Dr. Runkle intends to inspect the industrial schools of Europe before going to teach again.

—WM. SMITH, formerly Principal of the Dayton High School, was drowned about two months ago at Newport, R. I. The circumstantial evidence indicates that he lost his life in trying to save the life of a companion with whom he was fishing. Mr. Smith's body was found with a life preserver tied around it. Mr. Smith's enthusiasm as a teacher will long be remembered by his Dayton pupils.

—A. J. MICHAEL of the Grant Schools of Pittsburgh and formerly Superintendent of the Public Schools of Monroeville has been elected successor of Prof E. S. Gregory as Principal of the Rayen School in Youngstown. The excitement in Youngstown growing out of what is called Prof. Gregory's forced resignation has been intense and fears are entertained that the school will be greatly crippled in consequence of it.

—MR. AND MRS. GRIESE, teachers of German in the Canton Public Schools, have resigned, Mr. Griesé having received a call from a German Reformed Congregation near Cincinnati. Their successors are Miss Schwier, near Canton, and Miss Wattles of Warren. Salary of each is \$1,000. Miss Wattles is a graduate of Oberlin and has just returned from Europe where she has spent three years in studying French and German.

—S. G. COSGROVE, after the graduating exercises Tuesday evening June 25, of the Public High School of Brooklyn Village, a suburb of Cleveland, led forth one of the graduates, Miss Zeffie Edgerton, who had for its title "Life is a School," and the two were united in wedlock, in the presence of the audience. Mr. Cosgrove has served the Brooklyn people several years as Superintendent, but declined a re-election for next year.

—DR. EDWARD S. JOYNES along with Dr. Alex. Winchell has been removed from the Faculty of Vanderbilt University. Prof. Joynes has been supplied by Prof. Doggett, son of a bishop. Prof. Joynes has a national reputation. Prof. Doggett is to us at least a *novus homo*. Dr. Joynes has accepted the chair of Elocution, Rhetoric, and Belles-Lettres in the University of Knoxville. He has also been offered a chair in the University of Missouri.

BOOK NOTICES.

APPLETONS' SCHOOL READERS. New York: D. Appleton and Company, 549 and 551 Broadway. 1878. First Reader, 90 pages; Second Reader, 142 pages; Third Reader, 214 pages; Fourth Reader, 248 pages.

The editors of these Readers are William T. Harris, A. M., LL. D., Superintendent of Schools, St. Louis, Mo., Andrew J. Rickoff, A. M., Superintendent of Instruction, Cleveland, Ohio, and Mark Bailey, A. M., Instructor in Elocution, Yale College. The first two of these gentlemen have made elementary instruction a philosophical study, and the last distinguished himself as an elocutionist. Each reader contains a preface page by the authors addressed to the teacher. The books may be taught by any method, but the authors think a judicious combination of the Word and the Phonic Method is the best. In order to carry out this suggestion, a free use is made of the aids furnished by diacritical marks, some of these being new. Mr. Bailey's critical comments are freely inserted where such comments are necessary to the learning of reading as a fine art. The illustrations are numerous and excellent. We have noticed among them such distortions as appeared in some Boston Readers published about twenty years ago. We can safely challenge the world to the excellent mechanical execution of our new school books. The Readers are models of typographical excellence. They are printed on paper approaching in color to a light cream tint. It is useless to say that the selections are excellent. They are mostly from recent literature, several being from the pens of Mrs. Rebecca D. Rickoff and Miss Harriet L. Keeler. Teachers throughout the country will be anxious to examine these Readers because of the reputation of their editors.

BOOK OF PUNCTUATION, with instructions for Capitalization, Letter-writing, and Proof-Reading, by W. J. Cocker, A. M. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Pages 127.

That pronunciation is too much neglected in schools is a fact well known. Convenient works upon this subject should be gladly welcomed. This book devotes about 50 pages to punctuation, 15 to capitalization, 30 to letter-forms, and 12 to proof-reading. The author has executed his task with skill showing that he has studied his subject judiciously. We recommend it to teachers.

JOYNES-OTTO GERMAN COURSE. Exercises for translating English into German. New York: Henry Holt & Co. Pages 167.

This book contains an English-German vocabulary and references by cross-references to the German grammars of Otto and Whitney, thus rendering the teacher's aid to pupils translating from English into German. The reputation of the editors is a warrant that the work is well done.

MANUAL OF DESIGN. By Chas. A. Barry, Supervisor of Drawing, Public Schools, Boston, Mass. With numerous Illustrations. Boston: Lee and Shepard, Publishers. New York: Charles T. Dillingham. 1878.

The principal purpose of this neat little book is to give immediate aid to those teachers who are required to teach elementary design in public schools. It is the forerunner of a complete Manual of Design which the author expects to prepare in the future. This work cannot fail from the shelves with which it has been executed greatly to aid teachers of design-drawing. The net price of this work is 75 cts., by mail 90 cts.

OUTLINES OF NATURAL PHILOSOPHY. For Young Children. By Edwin Houston, A. M., Professor of Physical Geography and Natural Philosophy in the Central High School, Philadelphia. Philadelphia: Claxton, Remsen & Haffelfinger. 1878.

This is a duodecimo book of 123 pages. It follows the plan of question and answer, and is divided into twenty-four lessons. The subject is presented in a simple manner, the headings of the lessons being Matter, Plants which live and things which do not live, Force and Motion, Inertia, Friction, Weight and Specific Gravity, Solid Substances, Fluid Substances, Vapors, Water, Adhesion, Sound, Heat, Conduction of Heat, Boiling of Liquids and Gases, Light, Electricity, and the Earth. The illustrations add to the interest of the book. A work like this can be added to excellent account in giving children proper elementary notions of the laws and operations of nature without consuming much time.

LEHR-UND GRAMMATISCHE UEBUNGEN VON L. R. KLEMM, SUPERVISING PRINCIPAL OF THE GERMAN DEPARTMENT, PUBLIC SCHOOLS, CLEVELAND, OHIO. New York: Henry Holt & Co.

This is a book of 385 pages and forms the "VIII. Kreis" of Klemm's German and Sprachbücher. The reading lessons are excellent and are printed in either German or Latin type. There are also lessons in English, mostly narrative, to be translated into German. The first 300 pages give German Selections covering a period of seven hundred years. We commend the book to the students and teachers of German.

THE STUDY OF MODERN LANGUAGES. Thorough Method *v.* Natural Method. A Letter to Dr. L. Sauveur. By J. Lévy. Boston: A. Williams & Co. 1878.

This pamphlet is a spirited protest against the Sauveur-Hennessy Method (called by Sauveur "the Natural Method") of teaching languages. On the title-page is the significant French proverb *Oui n'entend qui une cloche n'entend qui un son,* that is, "Who hears but one bell, hears but one sound."

THE NORMAL HIGHER ARITHMETIC designed for Common Schools, Normal Schools, Normal Schools, Academies, etc. By Edward Brooks, Ph. D. Philadelphia: Sower, Potts & Co. Pages 514.

THE NORMAL UNION ARITHMETIC, designed for Common Schools, Normal Schools, High Schools, Academies, etc. Same author and publisher. Pages 424.

These two books make a pretty complete course in arithmetic. They are characterized by several important features such as historical method, mode of developing the subject, and the introduction in applied arithmetic of new subjects, such as building-and-loan association operations, rates of insurance, and new topics in relation to money exchanges, etc. We noticed in December, 1876, the first or trial edition of the first of the abovenamed works. The present edition is somewhat enlarged and improved. We regret to see, however, that our criticisms have not been heeded. We refer especially to the pronunciation in the metric system of the word *are* which on page 231 of the first edition and page 187 of the last is pronounced "*air*." The French pronunciation is "*ar*." or like the verb *are*, and there is no reason why we should change it when adopting the word into English. It is not too late to change to *ar* from the dictionary (Eng.) pronunciation *air* which represents a very limited usage, because the word has hitherto had a very restricted use in English.

THE PHILOSOPHY OF ARITHMETIC as developed from the Three Fundamental Processes of Synthesis, Analysis, and Comparison, containing also a History of Arithmetic. By Edward Brooks, Ph. D., Principal, Pennsylvania State Normal School, and Author of a Normal Series in Mathematics. "The highest Science is the greatest simplicity." Philadelphia: Sower, Potts, & Co.

Dr. Brooks has here given us a work that cannot fail to interest American teachers. It is certainly well that teachers should have a broader knowledge of the fundamental branch of mathematics here discussed. Knowledge of the history of Arithmetic cannot fail to make a teacher more thorough in his work. This knowledge will reveal to him that many of the processes of arithmetic as now taught are not essential as he may be disposed to think, but that they have been arrived at through a long process of improvement, beginning at rude methods now difficult to be understood. The only works that we know of that have heretofore appeared with the title Philosophy of Arithmetic, are Sir John Leslie's work of 240 pages, which was published in Edinburgh in 1817, and Parke's published first at Zanesville in 1842, and afterwards in an enlarged edition in Philadelphia in 1849. The revised edition of Parke contained 571 pages. Dr. Brooks's work is a magnificent octavo volume of 571 pages. The best advice we can give to teachers is to buy it.

FIRST SIX BOOKS OF HOMER'S ILIAD; with Explanatory Notes, and references to the Grammars of Goodwin and Hadley. By James Robinson Boise, Ph. D. (Tübingen), LL. D. (Univ. Mich.) A New Edition, with Notes revised and largely re-written. Chicago: S. C. Griggs & Co. 1878. Pages ix, 127, 125. Price \$1.50.

The preface of this volume is dated June, 1878. The author says he has largely re-written the notes of the first three books and carefully revised the last three. He has adopted in the main the text of U. Faesi revised by F. R. Franke, which is believed to be more perfect than that of Dindorf. The book is beautifully printed being from the University Press at Cambridge, Mass. The lines are not printed with initials as in the editions of Iliad by Felton and Anthon. The initial line of each Book (more properly, according to Boise, Song, Canto, or Rhapsody) begins with a capital and no others unless the first word of the line is a proper name. The same plan is adopted in Owen's Iliad except that each paragraph begins with a capital. The compactness of this volume, its extensive grammatical references, its scholarly comments, the presentation of different views as to doubtful passages, etc., cannot fail to make it a favorite with teachers. Indeed, we shall not be astonished to find it superseding other editions of the Iliad, especially as it gives the best views of the Homeric text. An excellent map, giving the plan of the land from 50 to 100 square miles of the adjacent territory, adds to the value of the book.

ELEMENTS OF CHEMISTRY. By Sidney A. Norton, A. M., M. D., Professor in the Ohio State University. Van Antwerp, Bragg & Co. Cincinnati and New York. Pages 300. Introduction price 30 cts.—exchange price 65 cents.

We take pleasure in calling the attention of teachers to this new work of Prof. Norton's. Its compact form, excellent classification, ingenious experiments, excellent and simple experiments, make it just the book for the elementary teacher. Send to the publishers 90 cents and get a copy for examination.

ON A COMET! A Journey through Planetary Space (A Sequel to "To the Sun"). From the French of Jules Verne, by Edward Roth. With thirty-six full-page original illustrations. Philadelphia: Claxton, Remond, & Haffelfinger. 1878. Pages 472.

Jules Verne's exciting works on Science have acquired a world-wide reputation. He is unsurpassed in his peculiar field, presenting the facts of science in the garb of romance. This last book presents the subject in thirty-six entertaining chapters. It is just the kind of book to delight young.

SYNOPSIS OF HISTORY, Ancient and Modern. Giving a General View of the Political World, from the rise of Ancient Monarchies down to the present Age. By Chas. Melhorn, Ada, Ohio. Millar & Rutledge, Publishers. 1878. Pages 55.

This little book aims to give the parts of history so as to give a general view of the whole in an interesting manner, but without rhetorical display. It has a pretty full index, thus rendering it easy of reference.

BETWEEN THE GATES. By Benj. F. Taylor. With Illustrations. Chicago: S. C. Griggs & Company. 1878. Pages 232.

The popularity of Mr. Taylor's previous works, especially the "Vagabond on Wheels," will make the reader want to see this new venture. The two gates referred to by the title are Hell Gate on the East and the Golden Gate on the West, and the title in less poetic form might have been "Between New York and San Francisco." The author gives pleasant chatter about what he has seen, and tells us at times what he thinks. He calls his book a "gypsy of a book" that "has few facts, not a word of fiction," and that "it does not contain a dry fact or a statistic," "nor a wing-feather of fancy." We can hardly agree with the author as to the absence of fancy, for enough is interspersed to add zest to the reading. Such a book will interest the young as well as the

THE YEAR-BOOK OF EDUCATION FOR 1878. Edited by Henry Kiddle, Superintendent of Public Schools New-York City, and Alex. J. Schem, Ass't Sup't. New-York: E. Steiger. London: Sampson, Low & Co. 1878. Pages 400.

This is a large octavo, uniform in size and binding with the author's Cyclopædia of Education. It is intended to be a supplement to the Cyclopædia, giving from year to year what the progress of events makes necessary as an addition. We are glad the work has been undertaken by Teachers all over the country who have bought the Cyclopædia, for there are thousands of them, should not fail to buy the Year-Book. In this short notice it is impossible to give an idea of the important contents of the volume which is arranged alphabetically so as to be easy of reference. The publisher, although a foreigner, is doing much for education in this country, and is entitled to our lasting gratitude.

PRINCIPLES AND PRACTICES OF TEACHING. By James Johonnot. New-York: D. Appleton & Co. 1878. Pages 395.

In the fifteen chapters of this work the author discusses the following subjects:—General Objects of Education, The Mental Powers, Object and Course of Instruction, Subjective Course of Instruction, Object Teaching, Relative Value of the different Branches of Instruction, Pestalozzi, Froebel and the Kindergarten, Agassiz and Science in its Relation to Teaching, Systems of Education Compared, Physical Culture, Aesthetic Culture, Moral Culture, General Course of Study, and Country Schools and their Organization. We have not read the book, and hence are not ready to give our opinion as to the manner in which the author has done his work. We are disposed to think, however, that in the main it is well done. Our eye catches the familiar Latin quotation "*parturiunt mater et nascitur ridiculus mus.*" It is needless to say to the Latin scholar that this contains two mistakes. Horace did not use *et*, and he wrote "*nascitur*" and not "*nascitur.*"

ECLECTIC COMPOSITION BOOK. Cincinnati and New York: Van Antwerp, Bragg & Co.

This blank book contains eight pages of letter press, giving directions as to composition, writing, capitals, rules for spelling, etc. Price, 32 pages in Manila cover, only 10 cts., 48 pages press board cover, 15 cts. The paper is excellent.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

SEPTEMBER, 1878.

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Third Series, Vol. III, No. 9.

PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION,
AT PUT-IN-BAY, O., JULY 2-4, 1878.

SUPERINTENDENTS' SECTION.

Hall of Put-in-Bay House, 9 A. M., Tuesday, July 2, 1878.

The meeting was called to order by E. E. Spalding, Chairman of the Executive Committee. Prayer was offered by the Rev. W. H. Scott, President of Ohio University, Athens. In the absence of the Secretary, H. R. Chittenden, of Oberlin, was called upon *pro tem*. It was announced: (1) that no stenographer had been employed, and therefore all participating in discussions are requested to furnish abstracts of their remarks, in order that the proceedings may be properly published; (2) that the discussion of topics would be limited to one hour each, except by action of the Association; (3) that membership could be secured by payment of \$1.00 by gentlemen and 50 cts. by ladies.

The President-elect of the Section, Supt. G. W. Walker, of Put-in-Bay, was then introduced and delivered his

INAUGURAL ADDRESS.

Permit me to thank you for the honor conferred upon me by calling me to preside over your deliberations. I trust that with your wisdom and assistance the task will not be a difficult one. Another year of effort has its effects upon the minds and hearts of the children of Ohio, and we,

a portion of that myriad working force, who in this second century of national existence, are striving for a more complete education of ALL people, a nobler manhood, and a higher civilization, meet to compare failures and successes, and devise more effectual means for waging against ignorance and her allies. How cheerfully we have drawn from our fields of labor, left the heat and dust, the noise and bustle of the city, to seek this quiet island, to inhale the fresh lake breeze, and more to enjoy these friendly greetings.

Ten days ago, on receiving the New-England Journal of Education, my eye fell upon this quotation from the "Eclectic Teacher": "We do not think that the next scholastic year will be fraught with greater tests of efficiency and value of the present school system than ever before. It behooves all teachers to be on the alert. High Schools are attacked, normal schools are tried, the office of superintendents of city schools, even that of State superintendents, is questioned; and, worst of all, in order to retrench, the salary of teachers is decreased from year to year. We want more associations, national, southern, eastern, western, north-eastern, inter-State, tri-State, bi-State, State, district, and county. Let us assemble and discuss." The events of the last year have pressed a discussion of these themes upon us, and in the discussion is involved the whole common-school fabric. It has been said that "the common-school system of Ohio and her sister States is the growth of centuries." But the growth has been greatly modified and directed by those who have devoted their lives to the school work. Probably nothing has done more to raise the standard of schools of this State, and give them prominence in the world's history than the careful and faithful supervision. And yet there may be too much supervision. To expend money enough to employ a competent superintendent whose entire time is to be devoted to half a dozen teachers is certainly a very questionable economy. It is scarcely possible to occupy profitable man's whole time with less than twenty teachers. But with all the benefits derived from supervision it is by no means reduced to a science. There are probably not two superintendents in the State who exactly agree in the manner of doing their work. They all agree upon some leading principles. That the general rules and regulations of the School Board should be enforced, that proper methods of instruction should be employed, that the teaching should be effective. Some inspect the work as it proceeds, and others examine it when it is finished. One superintendent says he knows no more than a stranger how his teachers are doing their work; another asks no other test of progress than to see that the machinery is making its regular revolutions and working without friction. Between these extremes we are all employed. In the past we have been accustomed to congratulate ourselves that the Union Schools of Ohio, at least, have been making commendable progress and doing efficient work.

The sea has been smooth, the weather fair, and the breezes propitious, and it has been only necessary to head towards our destination. But we may be carrying too much sail. We should at least consult our barometers, take our bearings carefully and trim for the storm. A dark cloud has already made its appearance. The storm is approaching. Its direction

mutterings were heard in the Ohio legislature, from a college president in our own State, and from one farther west. Certain unpleasant sounds have been heard in the vicinity of Boston, and from the banks of the Hudson. That was no uncertain voice from the Governor of the Empire State. It was thunder.—There is lightning in the cloud. It struck at Rochester, and New-York City has put lightning rods on its university. Lightning strikes the highest points and so far the attack upon the common-school system has been mostly directed against the High School, itself an outgrowth of the American common-school system, and like the tree it may be improved by judicious trimming, but let no vandal rudely lay his hands upon it to mar its beauty or destroy its symmetry. If these attacks are only in the nature of a thunder-storm, the atmosphere will be cleared and purified. The fierce storm attacks the forest and blows down an occasional defective tree and removes many decayed and disproportioned branches, the lightning rends here and there a sturdy monarch, the storm passes, the forest grows on, takes deeper root, bathes itself in the sunlight, and sends forth its branches towards heaven. We shall probably never return to the fossil notion that an education ends with the three R's. That a child must commence arithmetic with his teens or that the principles of Lindley Murray must be committed three times before attending to the construction of sentences. But there has of late been a tendency, among some, to lop off what are supposed to be unnecessary and unimportant branches. The tendency has been to dispense with the ornamental and adhere closely to the practical. But notions of what is practical and what is for culture or ornament vary almost as widely as do the studies themselves. In a recent conversation with an intelligent and cultured gentleman, a member of a school board, he claimed that only the most impractical studies should be taught in a High School. Pure Mathematics, Latin, and Greek. That a thorough drill in these studies would give a training to the mind that would prepare it for easily acquiring the practical or ornamental branches, and fit it better than any other training for the difficult investigations of life. It is no part of wisdom to be impatient of criticism, we may have been desirous of praise, may have received too much praise. Let us be equally desirous of learning our faults, whether the criticisms come from friendly or unfriendly sources. There are few persons in the world even of our own warmest and most intimate friends who will tell us of our faults. Friends are said to be blind to each other's faults, and after we have passed our school days and launched into active life very nearly all the criticism of our efforts comes from unfriendly sources. But it is wise to estimate dispassionately their force and application. It is scarcely possible for schools more than individual character to be free from blemishes, nor does it follow because those engaged in them are confident of their purity and perfection, that the facts will justify their judgment. In a teacher's modesty is a cardinal virtue. Wendell Phillips said recently "that all the blackness of the picture of evil in our great cities pleased him, for the perils of Democracy are its safety."

In school work as in any kind of business, those who have been the

most successful have been careful to search out and strengthen the weakest points. Let the American school system be placed in the crucible and passed through the fire till the white heat of its enemies consumes the dross. It will come forth purified; its weaknesses removed and its strength redoubled. General Garfield has informed us that "the case of brains versus brick and mortar has been called for a hearing," and it has been added "that the brick and mortar will go to the wall." Yes, the palatial school-houses all over the west attest the fact that the brick and mortar have been sent to the wall, and what it cost to put them there is warring upon us to-day. It is a fair re-action of the one-sided theory that to make good schools it is only necessary to have good school-houses and abundant apparatus. The lavish expenditures in this direction testify that the firm hold the common-school system has on the heart and affection of the people. It was a pleasure rather than a sacrifice to build houses that taxed the finest architects to plan.

Is this faith in the common school which the people have so generously put on record to be destroyed to satisfy the demands of avarice or priestcraft, or to gratify the ambitious demagogue? Shall party or private enterprise turn these magnificent testimonials into monuments? Rather let the theory crystallize around every American hearthstone that the liberty and continued prosperity of the nation rest upon the perpetuity of the common school. The workshops are ready and there is no lack of material to be wrought into American citizens. There are many professions to be master mechanics but among all there are how few skilled workmen. Convenient school-houses and suitable apparatus are very desirable but they are almost worthless without the successful teacher. If the choice must be made (which I sincerely hope may never be necessary in this country), give the children a good teacher in a miserable room, poorly seated, and with no apparatus, rather than splendid houses and furniture with worthless instructors. But the expenditures have been made for suitable buildings, and the people have felt the drain upon their pockets and in many instances are yet burdened with unpaid bonds. Here, then, we approach the Charybdis. To lighten these burdens, to decrease expenditures, teachers' salaries must be cut down, so say the authorities. The efficient, faithful teacher, who has won position and large salary becomes the target, he is struck hardest and most frequently. The most expensive schools are attacked, until we have come face to face with the condition of things against which William Cullen Bryant warned the people of New-York City when he said, "If we reduce the salaries of our teachers below a certain point, the result is sure to be the turning of all good instruction into rich society, those who can pay well for excellent teachers will have them, and the poor man will be left without adequate instruction. The difference between the rich and poor will grow wider and wider by all penuriousness in regard to school salaries." Private schools are already watching for this result and are expecting to make wonderful accessions to their numbers.

The long-continued financial pressure strongly suggests the reduction of all public expenditures. Very many have been compelled to struggle for the necessities of life, and curtail every expenditure, even those demanded

for moral and intellectual improvement. Any argument, however absurd, which attempts a solution of our present financial difficulties will be accepted. The designing, avaricious man, who has scarcely ever been known to contribute the smallest sum to a benevolent cause, gushes with sympathy as he whines about burdening the poor with the enormous tax for common schools. And the penniless man with a large family to educate is willing to rob them of their heritage by echoing this monstrous absurdity. Other theories not less absurd have been set afloat by designing men, some of which have taken root but have not borne as much fruit as they were expected to. The climate seems to be unfavorable. A candid and impartial presentation to the masses of the benefits to be derived from the common school would prove an early frost that would destroy the anticipated harvest of its enemies. Some means of distributing educational information directly to the people would greatly assist in maintaining the school interests of the State.



HIGH SCHOOL.

In the attacks upon the common-school system the high school has evidently been selected as the weakest point, the one against which the most forces can be concentrated, and it is supposed to be least able to defend its existence. The public High School is a prominent topic in all the school journals; the daily papers have been discussing its legality, its economy, and its usefulness—and yet it seems to grow in favor with the people. The State school law very prudently leaves the establishment of a High School to each town or city; and, with present legislation its existence, and the character and extent of its instruction must depend upon the wealth and intelligence of each community. That a city has the right to tax its citizens for this purpose, under existing law, there can be no more doubt than that the proper authority has a right to levy a tax for any other public improvement. But its legality has been ably and manfully set forth in the opinion of our worthy attorney-general, the highest legal authority in the State below the courts. That the High School is not for any particular class of the community, to the exclusion and burden of another, the statistics of those schools showing who are receiving their benefits, will amply attest. Statistics prove that those who are in attendance as well as those who have graduated, come from all classes and grades of society.

The laborer, the mechanic, the manufacturer, the merchant, the professional man, and the capitalist, all furnish their quota. Side by side stand the children of the poorest and the wealthiest.

The question of economy has received considerable attention, but it can be easily shown that a city the size of the one represented by the writer, can educate over a hundred pupils in its High School at less expense than can be educated at private schools away from home. While in the latter case the money goes abroad and in the former by a very short circuit is returned to the community. The argument of Governor Robinson that there is danger of educating the poorer classes above their callings in life, and thereby injuring them, has so much the ring of aristocracy or

the crack of the slave-driver's whip, that its bare statement carries its own refutation. Nothing but an erroneous application of education can unfit even the laborer for the duties of life.

The High School is in greater danger from powerful educational forces who ought to be its firmest friends, and from some internal weakness which ought to be removed, than from all external foes combined.

The final solution of this problem must be made by school-men themselves. The school interests of the State should be brought into harmony. This is no new theme. It has taxed the wisest and ablest heads in the profession. How shall we connect the High School, this intermediate education, with the higher?

One of the strongest arguments for the continuance of the public High School is its stimulating influence on all the schools below it. Why should the argument stop here? If pupils in the High School are preparing for the college or the university will they not be equally encouraged and stimulated with the anticipated benefits of these higher schools? Should common-school men shut their eyes to this weakness in our system which was long since discovered by some of our ablest and most thoughtful educators? There has always been too much jealousy and rivalry of affiliation between public-school men and college professors. The history of this Association will show that with but a few noble exceptions there has been very little commingling of these two elements, who have at heart one common interest, the education of the people. Each has a little faith in the work the other is accomplishing. Men are not strong enough to rise above their surroundings. They are too much warped by prejudice and training to take a generous view of the whole educational field. Normal-school men sharply criticize the standard college, and college men are in no sympathy with the common school. The secondary school opposes secular education, and the public school equally opposes the illiberality and bigotry of sectarianism.

We need a man with a clear head, an honest heart, with liberal ideas and a generous soul, but withal possessed of mettle enough to batter down this wall of partition between the High School and the college, and to cement the entire school interests of Ohio. The man we naturally turn to as a leader in this work is the State School Commissioner. The Moses has not yet arisen to lead us out of the Wilderness, and we have only a glimpse of the promised land. As the case now stands more than one thoughtful, earnest, common-school man has been asking the question, what will be the solution? Will High Schools so degrade themselves with the nonsense that they are furnishing a finished education that every thorough educator will welcome the return of the old academy where men can be fitted for the college and the university? If the High Schools must be taught by men who have worked themselves up to the point where they are barely competent to teach the High-School grade, and are unable to do anything higher, and can lend no encouragement or aspiration to work beyond them, or if these grades are to be taught by lady teachers of no culture (which I fear is worse), or if they are to be placed in the hands of normal graduates destitute of a thorough education, but inflated with the idea that what is not taught in normal schools is only worthy of

back ages, then welcome back the academy, where though the numbers educated may not be so great, it will nevertheless illustrate the fable, "né but a lion." Thousands of our greatest and best men who imbibed their elements of greatness in an academy, will testify to the noble work done by those old masters. They stood at their forges unhonored, and so wrought on minds and hearts that their power has been felt in the college, the seminary, and in the active field of life. The world has heard from them. The pulpit, the bar, and the legislative halls have been honored by them.

This tribute to private schools is not given by way of contrast or comparison. The graduates from our High Schools have not many of them passed the meridian of life, and it would be unfair to compare the experience, the strength, and the wisdom of maturity, with his who is just entering the scene of action. Yet I have no doubt that in a private school where the numbers are few, a man with positive and strong characteristics can more fully impress those under his instruction with his power and character than can the instructor of larger numbers with less time for his work. The greatest and best men in our public schools do not have such intimate and personal contact with the ablest and best and under their control as greatly to shape their future lives.

It is a source of great regret that so few of our High-School graduates ever enter higher institutions of learning.

High-School education stops when true education is barely commenced. When a point has been reached where it is a pleasure to instruct, no more instruction is considered desirable. The rudiments of science have been touched upon so lightly as to leave no permanent desire for future investigation. The student has been taught to read, or at least to pronounce words, without having acquired a taste for valuable literature. That very many are not able to continue their studies is not a sufficient explanation. But the remedy for the faults of our High Schools is not to abolish and destroy them, but to treat them as a pomologist would treat a valuable orchard whose fruit is not of suitable quality, prune out the worthless branches and make room for those of livelier growth, graft in a better quality of fruit and enrich and cultivate the soil. Give High Schools thoroughly-educated teachers, ladies and gentlemen of culture, improve the courses of study, and make them worthy of the name of "the people's colleges."

For a discussion of how the High School may be improved there is ample provision in to-day's programme. Yet with all their imperfections we believe most thoroughly in the public schools, in the repeated boast that they are the hope of the republic. They are the great educators. The common schools more than all other sources prepare the children to take their places in the State. There the children of all grades of society meet and mingle together. The idol of wealth and the child of poverty, the bright and the dull, cast their lots in together, and amid their daily contacts they learn not only knowledge from books but also such lessons of American life and character as practical sagacity, tact, firmness, good judgment, forbearance, love to God, and love to man.

NORMAL SCHOOLS.

What ought to be said in favor of Normal Schools? Normal men have no doubt greatly modified the teaching in our common schools. They may have had some influence on college instruction. But unfortunately the term normal school has no exact meaning. It has been applied to State professional schools of the highest order and to all grades of institutions. The western normal is neither fish, flesh, nor fowl, primary school, academy, or professional school, but all more or less mingled. These institutions in attempting to make useful teachers of those who are sadly deficient in scholarship are illustrating the error of endeavoring to build magnificent structures without foundation or architects.

The tendency of the most popular Normal Schools in Ohio, with its short-sightedness, has been to degrade and bring into disrepute higher education. But the early popularity of these counterfeits adds emphasis to the demand for professional schools of the highest order. Schools not for imparting scholarship but for adorning scholarship with the principles of professional life.

Training schools where the principles of teaching will be made the minds of pupil-teachers, and they will not be sent forth with heads and pockets overflowing with note books of theories and formulas. But formulas and theories have been applied in teaching without being understood, by those who have never enjoyed the benefits of instruction.

When our pupils work out a problem, when they see through it, think through it, they are able to understand and comprehend the principle or rule for its solution. But the teacher who has learned that principles are before rules, and solutions before formulas, is still committing the error than solving. The why and the how of the work give way to a method that has no adaptation to the fitness of things. The stripling Saul's armor when the sling would serve him better. There is too much machine work in our business. To too many it is one horrid grind. The mill starts in the morning, and if it continues to run smoothly the superfine, but grit enters in, the fire flies and the machinery is brought to sudden stop. A bad grist is ground that day. Too many in our profession have the "lean and hungry look." They may "think too much," and too long on old musty thoughts, "they do not sleep o' nights," and are bound to transmit their nightmares to those whom they instruct. If the teaching force is improved and strengthened so will the whole school system be strengthened.

When all other arguments have given way the true, faithful, and successful teacher with his work to recommend him will stand the test of the last analysis.

How shall real teaching power be increased? From whence is it derived? Is it learned and propagated by cultivation, or does it come from the man? It is not found in knowledge, in learning, or even in ability to explain. Education cannot be compelled, it needs the air of liberty. License is its destruction. Mechanism, system is an excellent hand-

men arranged and controlled by intelligence, but it must not become the end of our efforts, this would be mistaking the shell for the kernel and turning those instructed with outward form and ceremonies, instead of cultured minds and hearts, trained, disciplined, and imbued with the love of learning. We have too many schools which are drilled for dress parade and when called on duty for show exhibit remarkable zeal and discipline. We have stately armies, splendid skirmishers, but when called into active service fail to do earnest battle.

The real teacher must have the spirit that Buchanan Read attributes to Sheridan on his memorable ride from Winchester. "The sight of the masses of the enemy compelled them to pause." His valor electrified a whole army and turned a most disgraceful rout into a brilliant victory.

Growth is attended with silent, quiet influences. A smooth-working, easily-adjusted school where everything moves in harmony is generally most productive of mental growth, while a forced dead quiet may have an opposite effect, it may fail to plant in the mind germs of education; seeds that will bear fruit in after life. Better have the "click clack of the machinery" and be sure that the work is progressing than the dull monotony of inaction.

It is better still to secure the quiet, silent progress which is symbolized by nature's workmanship. There is a kindly whole-souled life, that the student feels as he feels the sunshine, that warms him—that puts new vigor into his halting energies, that makes him respect himself more fully, that makes him think more of the world's joys, and feel more in harmony with humanity. Like a genial bath it opens the pores, tones up the inner man, and removes the tendencies to mental dyspepsia.

The teacher who can live such a life will never have his power for good undiminished. Shakespeare's statement that "he that hath no music in himself is fit for treason, stratagem, and spoils," has no more appropriate application than to the subject of good fellowship. It has been said that the only path to true scholarship or true morality is through the brain of the teacher." If he would transmit scholarship he must adorn his profession with scholarly instruction. If he would impart lessons of goodness his soul must glow with every good work. If he wishes to infuse zeal or flagging perseverance it must continually burn on the altar of his heart. The horse trained to the race shows his mettle when he is brought upon the course. When the dog sets his bird he is petrified with eagerness, or when the hound scents the game his whole being is intensified with earnestness.

Put a class of students before the real teacher and he is thrilled with imagination. The ability to infuse into the life and character of a student the desire to devote himself to noble deeds and generous actions. That is the most precious something in the teacher that inspires the child with earnest and arduous labor. That guidance which adds living encouragement to every faithful endeavor, that sympathizes equally with him who is doomed to discouragement or failure or with him who is attaining the most brilliant success, such a life is one of exalted sacrifice and teaches its own lesson. The atmosphere of such a teacher vitalizes the young soul that breathes it, under its influence mental growth is natural, integrity, uprightness, charity, and all the virtues come to maturity.

In conclusion we may add that the dark cloud that hangs over the school system has its silver lining. We catch glimpses of encouraging features. Good teachers are retained in the same schools a greater number of years than they were formerly, thereby greatly increasing the value of their services.

Boards of Education instead of electing their superintendents and principals for one year, are now electing for two and three years..

A careful sifting of the High Schools by the attacks upon them have a tendency to improve their instruction and courses of study.

The School Boards will undoubtedly be driven to rigid economy. Many, no doubt, who have stood in the front rank as educators, will come down before the galling fire of the pocket-book artillery, but the ranks of the great army of teachers will close up, they may be compelled to learn more thoroughly the lesson that the real reward for good service cannot be estimated in dollars and cents, but if the common-school system of Ohio is ever brought to final trial it must stand or fall according to the value of the services the teachers have rendered the commonwealth.

The discussion was opened by H. H. Wright, of Defiance, and continued by D. F. De Ford, of Ottawa, who spoke as follows:

Mr. President.—The Inaugural just read seems to have left no point untouched. I most heartily agree with the sentiments expressed in the paper, without perhaps any qualification. But do we not as teachers and superintendents magnify the strength of the opposition to our High Schools? Last spring at the annual election of school officers, how many battles were fought? Cæsar, it is said, conquered a thousand cities though he should lose a battle now and then, yet he was Cæsar. How many of the five hundred battles fought last spring did we win? Not one. Should we then talk of eliminating from the Course of Study? Of reducing the number of branches, and diminishing in every way the amount of labor and time spent in our High-School? Should we thus crouch and cower before an enemy that has not yet won a single battle? No!! A thousand times No! I should rather go to the front with colors flying than to make such an ignoble surrender.

R. H. Holbrook, of Lebanon, continued the discussion as follows:

Mr. President, Ladies, and Gentlemen—It has been distinctly intimated that High Schools are being attacked and that Normal Schools ought to be. As a representative of the latter class of schools, I may be expected to say something in their defence. I will only say that I shall remain loyal to the day when Normal Schools and Public Schools are not open to the same criticism and the bitterest attacks. It is the vital feature of our School System that it is always laid bare to the inspection of the public.

which is sometimes ignorant, sometimes hasty, but which is in the long-run right. It will certainly be unfortunate when schools which have been established by the public for the public are not to be criticized by the public. Now, Mr. President, I would just as sincerely regret it if Normal Schools private or public were not open—freely open to the most searching criticism and even to undeserved abuse. The weakness of our Colleges is their strong, high walls over which the public is not permitted to look with an evil eye or through which they are not permitted to pass with unfriendly interest. The strength of the public schools is in their open doors, through which friend and foe alike are urged to pass with purpose of either destruction or construction.

It is a favorite principle with me as a teacher, Mr. President, that if my work is not satisfactory to my pupils or my patrons it is my fault, and not due to the ignorance or malice of others. It is my responsibility alone if my work does not please those for whom my work is intended, and upon me alone must rest the blame, and from me alone must come the remedy. I have erred in either not doing my work well or in not so doing it as to have it properly understood and appreciated. So with reference to our public schools. If the work which they are doing is not satisfactory to the public, it is because they who are doing that work are not doing it well, or because they do not sufficiently explain their work to the public; and I think it behooves us as teachers in these schools to refer the responsibility entirely and solely to ourselves, and that it does not become us to fortify ourselves with a dignified infallibility or to refer our unpopularity to a stupid or malicious public.

Now, as to our faults and shortcomings, I do not propose to discuss them, but only to admit that we must, if we are candid, plead guilty. But I do wish, Mr. President, to insist that with our faults and shortcomings we do possess many virtues and excellencies, and I do not at all fear that a confession of defects is going to place in jeopardy our good points. I firmly believe that the dear public will in spite of our faults love us still, and if they do not it is because they misunderstand us, and if they misunderstand us it is because we have not made ourselves understood. If we are to do anything we are to inform the public, inform them not only with regard to branches taught in our schools, but with reference to our purposes and spirit as teachers, with reference to the philosophy and great aims of our school system. Here, Mr. President, it seems to me, we fail. A correspondent of one of the leading newspapers was remarking to me but yesterday of the timidity and trembling with which a teacher would present himself at the editorial office with an item or article bearing upon the school work, while an ignorant ward political bummer would force upon the papers notices unfriendly to our work with an effrontery and persistence almost irresistible. The result is easily seen. When we do well we hear it never, when we do ill we hear it ever. Now, Mr. President, I think in this we are wrong, and lazy or weak. It is due to the press of our land to say that they are always ready to publish material from teachers in the interest of our profession and our work, and the only reason that it is not published is a failure upon our part to present it. I have known a neighborhood to be over-

turned in twenty-four hours by the publication of some malicious graph upon its schools. I have known the same neighborhood restored again in the next twenty-four hours by the publication of an article supplied by the superintendent of those schools. This only that the public needed, and were willing to receive information. It will always be the case, and I therefore urge upon teachers upon it as a part of their duty to supply the public with these facts. Facts are always abundant and easy of access to the teacher. Our educational journals should and do keep us supplied with all the ammunition to fight this battle successfully, and if we but take the care to see that the public is continually supplied through the columns of local and metropolitan papers with the facts that are so important to its appreciation of our work, there will be no misunderstanding or opposition. Understand me, Mr. President, I do not mean that we should rush in to the papers with a club or blunderbuss, to fight and crush imagined hostility. Such a course is invariably suicidal and degrading. I mean that we should merely publish facts bearing upon education and schools, and have it for our sole purpose to inform, whose friendliness and beneficence have raised our profession to its present magnificent proportions. There is no need for our sensitiveness or timidity, or want of confidence. If we are right we ought to be able to prove it. If we are not we ought to go to the wall.

Dr. John Hancock, of Dayton, presented a paper on

WHAT STUDIES SHALL BE REQUIRED BELOW THE HIGH SCHOOL?

Before I enter upon my special theme, I must beg the Section to excuse me in a few prefatory remarks which may seem to trench on the subject assigned to another.

The question of a course of study for a high school is one that apparently involves many difficulties. In the construction of such a course we must consider the interests of those who may be expected to take but a few years of the course, of those who shall complete it, and of a third party who shall make the course a foundation for a more extended course in college. These three classes of students are present in every high school in our cities and larger towns; but it is by no means settled that their interests so far as a course of study is concerned, are not identical.

It has been asserted by a high educational authority, that our course of study should be shaped not so much for those who are to step out of the educational ranks, as for those who are to step out. With all due allowance, my judgment is they should be so shaped as best to subserve the interests of those who are to step up and of those who are to step out. It may be said that such a course is an impossibility. I do not think I have given the subject such consideration as I am capable of, and I have reached the conclusion that that course of study—you may call it a course, if you will—which is best adapted to the wants of the

to step up, will also be best adapted to the wants of the student to step out of ranks at any point of his educational progress. The future achievement for educators, as it seems to me, is the construction of this ideal course. With few exceptions, all our efforts in this direction have been tentative. Dr. Harris—the first in the United States to make the attempt—in a report read at the National Educational Association, at its Baltimore meeting last year, laid down the philosophic principles on which a course of study should be based, and outlined the course itself.* It but remains to work out in detail the course of which Dr. Harris has enunciated the general plan. But it may not be supposed that this is a trifling thing to do. It is in working up the details that the chief difficulties are to be encountered. These details must adjust themselves to seemingly-divergent interests, but which interests, as I have already stated, it may be found, are really identical. To do this we must look along the whole scheme of education from the first year in the primary school to the senior year in college.

We must cease to regard a school course of education as divided into three distinct courses, having but a slight connection with each other. Unless we do, we shall utterly fail to construct our ideal course. General education naturally divides into four great departments: the linguistic, the mathematical, the scientific, and the philosophic. These departments are recognized in all institutions of advanced learning, and if the theory is correct, their elements should be found in the lowest grades of our schools. The linguistic department subdivides itself into three parts: grammar, and an æsthetic side of Rhetoric, and literature (what De Quincey terms the literature of power, but which might more fitly be termed the literature of development), including fiction, criticism, and the study of art. It is not necessary for my present purpose to indicate any division in the departments of mathematics and science. The philosophic department includes history, logic, mental and moral philosophy.

It seems to me it must be apparent, after a moment's thoughtful consideration, that we have or should have, in little, each of these four departments with their leading divisions in every elementary school.

Keeping steadily in view then this division of education into the four departments just named, and that a perfect course of study is the one which will do the best thing for the scholar whether he takes a partial or a full course, let us consider somewhat in detail what shall be taught in the first year below the high school. And first, what shall be done in the most important department of all—the linguistic? Reading must be taught of course—not the old mechanical reading, the mere calling over of words, but that kind of reading which attaches to each of these words a definite meaning. Not only this, but a reading which has an æsthetic element in

* In the above was written, the articles on the "True Order of Studies," contributed by Dr. Thomas Hill, then President of Antioch College, to "Barnard's Journal of Education," had slipped my memory, and it would be an injustice to their eminent author not to call attention to them here. In breadth of view and thoroughness of discussion they are worthy a place beside the Report of the Committee on the Curriculum of the National Educational Association.

it, and from the very commencement begins to form the taste for the beautiful in thought and expression. Then, as a forerunner of grammars, we shall have the grammar of our own tongue, so it may be said to have a grammar. A little of this in its technical details will suffice. Instead of the rhetoric of the upper grades, we have Composition. This exercise should begin in its oral form from the first of the child's coming into school, and in the written form as early as the beginning of the second year in school. The course in this branch should not be without plan, as is too often the case, when its results are an extremely meagre of good fruits; but it should be a course that is systematized from the beginning to the end. The objection is often made to composition work by young children, that they should not be required to write until they know something to write about. While this is true, the assertion leads to an incorrect inference; for every child who is able to have learned to write, does know an abundance of things to write about. What is needed is that the dumb, but not unknowing, child be taught utterance.

Notwithstanding all that has been written and spoken within the last few years of the importance of composition as a branch of study in our schools, it makes slow progress. It is yet an unknown art, not only in many of our elementary and high schools, but in some of our colleges as well. In these schools it receives no systematic attention, and the result is that nobody learns to write, except those who have a natural talent for it. Most of us never attempt to put their thoughts on paper without a consciousness of the miserable inadequacy of their powers of expression.

As the foundation of the art culture of the more advanced secondary educational course, we ought to have—I had nearly said, music and drawing in the elementary schools. That there should be any difference among intelligent people as to the propriety of placing this branch on an equal footing with the other branches conceded to belong to the elementary course, can only be accounted for from the indefinite and, I am sorry to say, almost worthless results which have accrued from the ignorant, aimless, and empiric way in which it is too often taught in our schools.

The elements of one other art should be taught in our elementary schools, and that is music. To omit that would be to leave out of our course the greatest of civilizing agencies. There is a curious fact connected with this art as a branch of school education. In this country, while it has a place in our elementary schools, and a less conspicuous one in the high schools, no general provisions are made to cover its study in any of our higher institutions of learning. Our course in this subject is a striking example of arrested development.

Of arithmetic as the basis of the mathematical course in our elementary schools, I shall say little except to emphasize views so often stated, that we have entirely too much of it in our elementary schools, both graded and ungraded schools. In the latter, it is safe to say it occupies fully one-half the time of their pupils; and I need but refer to any members of county boards of examiners here present, to give the most emphatic testimony as to the scantiness of the results of all

and labor spent upon the subject. If a moiety of the time now given to arithmetic were devoted to elementary algebra and geometry instead, the gain to pupils would be immense. I am not one to underestimate the training value of mathematics in general, or of arithmetic in particular. But upon the latter we need to concentrate our work. It needs to be made less of a grind and more of a power. Its purpose in our schools is not to make accountants but thinkers. In it we need but one text-book, and that a small one. I am far from being willing to dispense with mental arithmetic entirely, but I would have it carried on *pari passu* with written arithmetic, and in the same text-book.

Let us next consider very briefly what ought to be done in our elementary schools in the way of teaching science. What I have thus far laid down, will, I think, except as to details, receive general assent; but on the immediate question to be considered, the greatest diversity of views continue to obtain among educators. If we take him at different periods of his life, a man differs not more greatly from any other man than he differs from himself; and I am free to confess to you that the natural sciences occupy a very considerably less important place in a course of study for elementary schools, in my present view, than they did a few years ago. Nevertheless, under the theory that a course of study should be one of natural development, and be continuous, that is, without break from beginning to end, we ought not to exclude the scientific department of learning altogether from the schools below the high school. This point being taken for granted, two embarrassing questions arise: (1) What shall we select to be taught from a field so vast? and (2) what shall be the method of teaching what has been selected? The first principle to be laid down is that of concentration; for if this is needed in arithmetic, it is still more needed here. I am persuaded that the unsatisfactory outcome of our teaching of science in all our schools from the elementary to the college (and that this outcome has been unsatisfactory is scarcely questionable) has arisen from an attempt to cover too much ground. I assume, then, that the field of instruction in this department, in the elementary schools, must be narrow, very narrow, or our labor will give us no appreciable beneficial results; but, on the other hand, some decidedly evil ones, in the formation of bad mental habits. The storing up in the memory of a great number of scientific facts will not be an object in the course. Its leading purpose will be to give the child some insight into the methods of scientific investigation. This must not be done in a desultory way, but in accordance with a carefully-considered systematic method. I do not mean by this, of course, that it will be possible to exclude entirely the empiric element in teaching, nor do I think it desirable to do so; but all text-books of the "Familiar-Science" kind should be rigorously excluded from the scheme. It has seemed to me that elementary physics (embracing natural philosophy and the physics of chemistry) is the branch best suited to the purpose above indicated. It is not only admirably adapted to exhibit the inductive method of investigation peculiar to science, but is a subject of intense interest in itself, and one which gives the widest scope for illustrative teaching, a kind of teaching valuable in all grades of schools, but especi-

ally so in the elementary. Furthermore, as it is the peculiar province of this branch of science to trace effects to their causes, it forms an admirable connecting link between its department and the one of philosophy.

Though perhaps not strictly within the limits of my subject, I will allow a single word in this connection in regard to what are technically called object lessons in our primary schools. I believe there has been a silent change going on in the views of even their most strenuous advocates, within the last few years; that there is less disposition to put them an end in themselves, and a more decided purpose to make them a foundation for scientific study. While the design of those who first introduced object lessons into our primary courses of study was a good one, there can be little doubt that in the hands of unskilful teachers they have entirely mistaken their true intent, they have been the cause of much mischief. When placed in the hands of competent teachers, and relegated to their proper sphere, I do not doubt that they will more soon regain the popularity they have to a large extent deservedly lost.

To the philosophic department of education I need give but a few words of space. The only subject of this department that falls properly within the scope of the elementary school is the subject of history; and this may not immediately, perhaps, be considered as having one of its phases turned into the linguistic division. However this may be, it is certain no elementary course can be complete without this study. It is pre-eminently the province of the humanities, introducing the child to the world of men, their actions and thoughts. I think, however, we make a great mistake in confining United-States history only in our schools, as though it were a complete and complete thing in itself. To teach thus is to give children but a partial and distorted notion of our national growth, and to fail utterly to give them a proper view of our relation to other times and peoples. A mere such an isolated narration of events, without any attempt to trace the connection of these events with the past, history, is unphilosophical; the study is comparatively unprofitable.

The course in history ought to run through a space of at least four school years—of two or three lessons a week—the first year being given to the study of general history, bringing it down to the beginning of the history of our own country; the second year being given to a study of history from that time down to the present, in which the history of the United States shall be treated in greater detail than the remainder of the course. History on such a plan, and taught by a teacher who is not content with a text-book, so far from being necessarily a dry skeleton of uninteresting facts, may be made intensely interesting, and even young children will have revealed to them glimpses of its philosophy.*

In conclusion permit me to say, that the subject I have thus far discussed is a trite one is no fault of mine; and though I have no hope of presenting anything new upon it, like an obedient soldier I always mean to be, I have taken it from the hands of the commi-

*It will be seen that geography is not mentioned as having a separate place in this scheme. My notion is, that it should be taught in connection with history, and be made a part of that course.

made as much of it as my time and strength would allow. The one that I have earnestly striven to establish is, that it is possible to frame a course of study covering the whole curriculum of school education which will be equally fitted to meet the wants of him who takes but a part of it and of him who takes the whole. If I have succeeded in making this probable to any educator, and shall be the means of inducing him to attempt the full construction of such a course, I shall feel that this discussion has not been altogether in vain.

DISCUSSION.

The discussion was opened by H. B. Furness, of Cincinnati, (remarks not furnished), and continued by Prof. E. T. Tappan, of Gambier, and Hon. W. D. Henkle, of Salem.

Professor Eli T. Tappan said that the study of some language in addition to the English ought to be one of the "Studies required below the High School."

It is claimed, very justly, that the study of Natural History serves to cultivate the faculty of observation. It is equally true that this faculty cannot be cultivated, it cannot be used, unless in connection with the judgment and the memory. The power to gain knowledge by observation, the power to retain it by memory, and the power to elaborate it by thought, are all used simultaneously and cannot be separated. The more important truth to the teacher is that every one of these is trained by the means of language. The facts gathered in the field, the difference between three leaves or two flowers, must be stated in words, must be stated in a child's own words, else we have no assurance that the child has observed them.

Every good observation of a natural object involves abstraction and generalization. Every such intelligent action needs language to give it form. Unless expressed in precise terms, the act of observation is scarcely conscious to the mind. Unless formulated in language, the fact observed scarcely be preserved in memory.

Language is the test of all knowledge. Language is the crown and the basis, as it is the foundation and the means of all education.

We are told of all that is great and admirable in natural science. It is true. The visible world is full of things both wonderful and beautiful, things worthy to be studied attentively. There is, however, an inner world in the soul of every human being, which is just as full of grandeur and beauty, and quite as worthy to be studied.

We are told that the science of language cannot be properly studied at an early age, that it requires the powers of introspection and of abstraction, and that students of language should be at least eighteen or nineteen years of age. Admitting that the power of introspection is necessary for a thorough study of language as a science, we cannot admit that such a power is needed for acquiring a knowledge of a language, or for putting such knowledge into practical use. On the contrary, almost the first thing

we teach young children is their language, the first lessons in language lessons, and we continue to teach them language till grown up. The power of abstraction is necessary for the acquisition of language, but every child uses this faculty. Every child that naturally follows a general rule of grammar instead of making an exception has unconsciously made a generalization or an abstraction. It is only the conscious exercise of this faculty that requires more maturity. This exercise in generalization requires also an increase in the vocabulary. It grows with the power to express one's thoughts. To think consciously and to express thought in language are so interwoven that every exercise which does one also cultivates the other. This exercise in language should be continued in the course, in order that the older student may be able to use and comprehend the abstractions and generalizations of the High School.

Language is as thought is; copiousness, elegance, precision of language indicate the same qualities of thought. The power to communicate and feeling is the most important to be educated in youth, because it is the most to be used in after life.

Arithmetic is said to be used to teach exact thought, but this is done by the adroit questioning of the teacher, leading the pupil to discover rules for himself, to formulate the principles in exact language. The habit of committing a rule or a definition to memory is worse than useless. A pupil whose knowledge of language is so defective that he fails to comprehend the exact meaning.

It has been said here, and it is generally agreed, that time would be saved by substituting elementary algebra for part of the time now given to arithmetic. If, for half of the last year now given to arithmetic, algebra were taught in its place, and arithmetic were reviewed during the first half, the pupil would know more of arithmetic at the end of the year than by the present arrangement. In the same way, if two or three months of the time spent on grammar in the Grammar School were given to the acquisition of another language, then a few months afterwards the study of the science of grammar would be very useful. The younger mind is more pliant and apt for the concrete study of another language. Such a study would save time in the increased facility of learning the science of grammar. Whether the pupil is to go to the High School afterwards or not, the acquisition of another language to the course of study is needed in the schools.

REMARKS OF W. D. HENKLE.

We have in this discussion another illustration of the fact that every person is inclined to consider the knowledge he possesses the most important knowledge, that every other person should acquire this knowledge, and that all other knowledge is of secondary importance as a part of a general culture. Mr. Furness is now teaching what are called the *Sciences*, an improper restriction of the term or an undue exaltation of a part of the sciences that is not so justifiable as the calling the science of physics or quantity *mathematics* [literally *learning*]. He is therefore unduly impressed with the relative importance of his particular work and

ore exalt it too high in a course of study. Yesterday some one at a fern from Gibraltar Island and showed it to one of our natural- men who immediately gave it a long name [*atropurpurea*], became siastic, and straightway hired a boat to go and get some more spec- [Laughter.] Much of the enthusiasm over fossils has no higher ophy than the mania for rare coins or old books regardless of their ic value. In arranging courses of study all the main lines of hu- investigation should be duly represented, and the true educator is o can, in arranging courses of study, rise above his own personal ences. One thing, however, must not be forgotten and that is that a beings are more interested in human beings than in anything else. uman element is the essence of all literature. What would be the of all the great novels [Pilgrim's Progress included] if all that re- o human beings were removed from them? When women meet in wing circle what do they talk about? *Men* [laughter] and other n. I suspect that the great interest which we feel in the grand dis- es of science lies more in the fact that these discoveries have been by human beings and that they will have a bearing on human com- d happiness, than in the mere discovery itself.

as been justly said that men often differ less in their views from men than they do from themselves at different times of their lives. member correctly former conversations with Mr. Furness the sen- s therein uttered do not completely harmonize with those of his in this discussion. I suspect, however, that he does not believe he has said this morning [laughter] or rather that he has not done if justice. I know that Dr. Hancock and I agree much better than twenty-five years ago. The explanation is that he has grown while e not, that is, he has grown out of his early views while I have into mine. Doubtless all the speakers, notwithstanding the ap- differences displayed in this discussion, essentially agree. Furness arose and explained some points in which he had been derstood.

BLE—The matter is all settled—everything is now lovely. [Laughter.]

e discussion was concluded by Pres. E. E. White, of Pur- University, Ind. (Remarks not furnished.)

motion, E. F. Moulton, M. S. Campbell, and F. M. Ginn, made a committee to nominate officers for the ensuing Adjourned.



2 P. M.

st. H. H. Wright, of Defiance, was chosen to fill the cy in the committee on "Communications between ers and those wishing to employ Teachers" made by the val of L. S. Thompson to Purdue University, Ind.

C. R. Stuntz, of Cincinnati, read a paper on

THE HIGH-SCHOOL DIPLOMA A VOUCHER FOR WHAT IT VOUCHES FOR
[ABSTRACT.]

1st. The High-School Diploma should vouch for high physical

While this should embrace the gymnastic and calisthenic development of the full growth and strength it should extend training of the muscles and senses under the control of the will to dextrous and quantitative action.

2d. It should vouch for such intellectual training as comports with age and development of the student in the schools, and no more.

This training should be imparted in acquiring knowledge, directly upon after pursuits.

It should be modelled after the technical schools rather than the *Æsthetics* should be subordinated to strength.

Great attention should be devoted to the will.

3d. It should vouch for capabilities worthy of the free higher education by the State.—One function of the Higher Schools and especially free High Schools is to determine limitations. It should vouch that incapables have been inexorably weeded out.

4th. It should vouch for *some elevation* of moral character.

Mr. C. R. Stuntz's paper was discussed by A. R. Roebuck, of Steubenville, E. H. Cook, of Columbus, Alston Ellis, of Ironton, E. E. Spalding, of Gallipolis, E. M. Avery, of Cleveland, Dr. Hancock, of Dayton, E. F. Moulton, of Warren, and J. Brown, of Eaton.

After a short recess E. M. Avery, of Cleveland, presented a paper entitled

CONCERNING A HIGH-SCHOOL COURSE OF STUDY

In considering the subject of a high-school course of study, there are many demands for the discussion of as many different phases of the subject. Of course, all of these demands can not be complied with on occasion like this. Consequently, the loud-toned demand of convenience and propriety that precedence be given to an eulogy upon the importance of the subject must be satisfied with an honorable mention. The important call of logical necessity for a consideration of the *right to be*, or a consideration of the legal and moral grounds upon which rest the existence of a high-school course of study must also be largely unheeded. Very lately, however, the recent efforts of various members of this Association have thrown such a flood of light upon this topic that none but the maliciously blind need be in darkness. The masterly discussion of Forbes, Ross, and others in Ohio, with the decision of Judge Coffey, the foremost constitutional lawyer in the country, given in the famous *Wright* High-School case, must satisfy any truth-seeking citizen.

fect soundness of the Pillars upon which our superstructure rests,—the ability to read the few documents here mentioned and yet deny the accuracy of the conclusions to which they lead involves, in my opinion, more of demagogical smartness than of Christian devotion to duty, honesty, or intellectual vigor.

In considering a course of study at the present day, the initial difficulty is not as to what may be put in, but what must be kept out. The pressure is so great that clear ideas as to what may be done and done well are all important.

We might as well stop still for a moment to drink in the full meaning of the simple propositions that the object of mental good is mental growth and strength,—and that any thing which does not contribute to this end is pernicious. Whether the intellectual stomach be gorged or the food furnished be indigestible, the principle is wrong, the process is evil, the results are deplorable. In regard to this gorging especially, it holds us well in hand to give it more careful attention than ever before. Some of you may remember that a year ago I spoke my mind upon this subject somewhat freely. I would to-day, with the emphasis of added experience and broader and more careful study, repeat, in more sober phrase, the sentiments then expressed. If there is anything that man may determine for himself, concerning which I feel certain, it is, that we high-school men and women have been attempting too much.

“Could a man be secure
That his days would endure
As of old, for a thousand long years,
What things might he know!
What deeds might he do!
And all without hurry or care.”

But unfortunately for us and our courses of study, the line of Methuseen has become extinct. The period of bookish acquisition has become exceedingly limited. A given engine can do a certain amount of work in a given time. By means of various mechanical contrivances, we may make it move a small weight with a very great velocity, or move a very great weight with a small velocity, but, mark you it well; you can not make it move a very great weight with a very great velocity. The boiler will burst rather. Each of our pupils has a certain amount of energy, the quantity of which has a definite limit, while it is our duty to see that none of this working power is wasted, it is equally our duty to see that the wondrous mechanism is not ruined or injured by over-taxing its capabilities. Our honest pupils are sometimes forced to choose between superficiality and debility. In 1852, after the Democratic National Convention, a citizen of New Hampshire was asked, what kind of a man Franklin Pierce was. He answered: “Down in Concord, we think that Frank is a good deal of a man, but I fear that when spread over the whole of these United States he will be mighty thin.” And yet Franklin Pierce, who fully justified the opinion of his townsman, was more than an average man. So with the average pupil, to spread his four years over an average High-School course, he has to spread them very thin. More than this, knowing the inherent weakness of thinness, the pupil is tempted to smear it over with fraud.

I am anxious that we understand clearly that we cannot do even for then we shall be more ready to consider carefully what we select; we shall be more painstaking in studying the conditions problem, and the materials with which we must work out our solution we shall be less rash in stating what is most important, and very in the presence of the fundamental question as to the relative value of knowledge. The teacher who comes to this point is obliged to follow the modern scream for *practical education*, and unless he be fully possessed of clear ideas and conscientious convictions, he will make a fatal mistake. Of course you will understand that I refer to the commonly-understood meaning of the word *practical*, and not to its higher and truer meaning to the sense in which it is supposed to bear a close relation to the "and butter question," rather than to the sense in which it bears upon the more practical question of satisfactory living. In the words of Mr. Spencer:

"How to live? that is the essential question for us. Not how to live in the mere material sense only, but in the widest sense. The problem which comprehends every special problem is the right rule of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies; how to use all our faculties to the greatest advantage to ourselves and others—how to live completely? And this being the thing needful for us to learn is by consequence the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of doing of any educational course is to judge in what degree it discharges its function."

By the side of this, place the more common notion that a proper education is one that is equivalent to an apprenticeship in some trade, and that the High School fails to perform its duty when it fails to produce out young men and women capable of going upon the common market and earning three dollars a day. Mr. Payne suggests that it would be reasonable to cry out against woolen factories because they do not produce out ready-made clothing. I would suggest that it were not a whit more unreasonable to complain of the inefficiency of nature in her ministrations at this chosen spot, hallowed by patriotic memories of the past, than to complain of the pedagogic enjoyment of the present, because while here she grows the grape in summer and freezes the ice in winter, she does not bring together with the indispensable accessories for the successful cultivation of the grape. Dame Nature grows here no sweetening sucrose (and sorghum would be an answer); she pays no heed to the imperative prescription—

"When taken to be well shaken," *ergo*, Nature is a failure.—When a teacher comes to the preparation of a course of study he must be controlled by a clear head and honest purpose or he will make a mistake, the consequences of which will be difficult to measure. If his ideas be not clear he will give way, because he does not realize the value of the interests involved; if his purpose be not fixed by conscience he will give way for purposes of expediency.

and cheap popularity. Not intelligence or integrity, but intelligence and integrity are the indispensable attributes of the man who builds a high-school course of study. My fundamental proposition is that the object of food is strength and growth. Food, to be a source of strength, must be assimilated. Even good food while in the stomach is a cause of lassitude rather than of vigor; food that is indigestible is a direct cause of irritation and dyspepsia. He who builds a high-school course of study must consider the ability of his pupils to assimilate the instruction proposed. A mule may live on thistles, and an ostrich may live on brambles for all that I know to the contrary, but I have an *a priori* notion that the average high-school pupil would starve with the integral calculus in one hand and Joseph Cook in the other. With this *a priori* notion I have an *a posteriori* conviction that a majority of our graduates get more of evil than of good from the study of such branches of mental philosophy. They have not the mental power that comes with maturity, and which is necessary for an intelligent comprehension of the subject. Such pupils who have "passed" in psychology are either conscious or unconscious of their ignorance. If the "passed" pupil has sense enough to know that she has not comprehended the fundamental principles of the noble science, nor acquired the ability to take a single step in proper fashion, the consciousness of sham is nauseating to herself. The other pupil who is unconscious of her ignorance is afflicted with a conceit that is nauseating to her neighbors. Worse than this, in such cases the ability of acquiring knowledge has been weakened. In either case the pupil is little likely to pursue the study anew, when time has brought the ability to handle the matter successfully. The loss is too great to be covered by a knowledge of the terminology of the study, or the inability to talk learnedly upon a subject without understanding it at all.

For fear that some of you will think that I am talking at random, I will give you your patience while I read a few answers from the manuscripts of a pupil in a neighboring city. The examination was in Mental Philosophy, and was held this year, 1878.

Being told to state how, through sight we obtain a knowledge of solidity, the pupil says:

"Knowledge of solidity cannot always be obtained by sight but must be aided by the muscular sense unless the body be transparent or opaque. We see a globe of iron, unless we lift it, we cannot tell whether it is solid or not. But we can judge of the solidity of a transparent or opaque body by the clearness or distinctness with which we see the light through them."

The same pupil says that desirable habits of attention may be formed by obtaining such mastery over the will "as to be able to through your sole attention onto anything ad lib." He also says:

The difference between circumstantial and philosophical memory is, that circumstantial memory is retained by a chain of circumstances, events or phenomena connected with the represented events or phenomena. *e. g.*, You remember going to a show from the fact that a man gave you a ticket because you had done some work for him. Philosophical, is retained by a vivid or strong impression of the original phenomena or event

on the mind. As you remember seeing a man drowned or run over by the cars, &."

Phenomena is a good word. As evidence of the development of reasoning power, notice this: "If I see a flower of a certain kind, I inductively reason that probably all flowers of that kind would be the same."

The same pupil says: "The feelings condition our likes and dislikes in the surrounding objects, phenomena, or events. Our feelings are conditioned by the agreeableness or disagreeableness, fitness or unfitness, & of the surrounding objects, phenomena, or events."

The first pupil, whom we will now dismiss, forgot what he had told and probably tried introspection *for the first time*. The second pupil did remember *the words* of his teacher's note-book and wrote as follows:

"The feelings are conditioned on the previous action of the intellect and are usually the conditions of volition. They constitute the motive power of human action. To know how the feelings are aroused, directly or indirectly controlled is to know ourselves and be able to govern others."

Yet the same young man, whose representative faculty enabled him to write those wise and beautiful sentences, on the very same page of his manuscript, illustrates one of the "Laws of Association" as follows:

"Example. See lightning, hear thunder, and see lightning striking trees. &. Lightning is cause and antecedent of the thunder—trees the effect."

A third pupil says:

"Memory is a complex act. If I happen to meet a person whom I haven't met for several years, and if I am not certain he is the person I am looking for, I would have to reflect or refer back where I had met him and what he was like and I would perhaps need to compare his looks with the looks of other persons (here I would use organ of sight, also reasoning faculty), I would judge him by his manner of talking (here I used the organ of hearing and faculty of reasoning to aid my memory in recalling him). I would go on and mention many other things to aid my memory in recalling the person hence memory is very complex."

The same pupil says further:

"Beauty is at the basis of ethics and it is intuitive. When we see two paintings we say one is beautiful and the other is ugly, but before we do this we notice the properties and phenomena of both paintings and they appear to us and we class them as beautiful or ugly hence it is an intuitive belief."

In urging a point of this kind, one is subject to the possible objection: "Your experience and observation constitute no argument against my study but only against *your method of teaching it*." I have, therefore, read these fairly-selected extracts to show the results of an older teacher's method. Of this teacher, I will say that I know of no high-school teacher more thoroughly competent or enthusiastic in this particular study. I may complain of the injustice of my picking out the poor papers and bringing them here as specimens of work which, on the whole, have not been creditable. Unfortunately for such a complaint, these three papers have all been accepted as satisfactory evidence of the possession of enough reasoning power to carry the pupils to the truth and nobility of the science to enable them to pass the test of the authors to "pass." The argument lies not in the nature

ences quoted and the many others equally suggestive. Every teacher receives surprising answers in every branch of study. But experience has shown this teacher that, in order to graduate his pupils, he must accept some such answers or have the course of study changed. *Psychology looks well in a high-school printed course of study.* Each of these three young men has since graduated and now revels in the full glory of the discipline, that enabled one to base an induction upon a single example, and another to evolve the great and hitherto unknown truth that God's great temples were the effects of thunder and lightning! It will never do to allow young men and women to go from our high schools without a knowledge of the operations of the human mind! We recognize what such studies have done for us in manhood and womanhood, and, with an ardent enthusiasm born of philanthropy, we resolve that our dear pupils shall receive the same priceless gift if we have to kill them in the attempt. It is a dangerous thing to try to pass a camel through a needle's eye, or a wooden horse through a Trojan gate. I have here spoken at length of mental philosophy, but there are other studies in most of our high schools to which the same complaint of general indigestibility may be readily made. I would leave them to fill their proper niche in the later years of a college or university course. If you must give something to the struse, suppose you try a few months of English syntax.

Among the many difficulties experienced by high-school teachers are several more or less allied to "cramming." By this I mean much more than the evil tendency of an occasional pupil to neglect study for weeks together and then by intense application for a few days succeed in retaining enough for a few days to pass a tolerable examination. This is a widespread evil certainly, but it may be largely mitigated by unannounced examinations. What I mean is an evil that goes deeper and is more widespread. It is the short time given to many studies. In some schools there seems to be an insane desire to give pupils what some call a "literary acquaintance" with as many different studies as possible. To do this, human physiology is given one-third of six weeks, and zoölogy an equal share. Physics is given one-third of twelve weeks, and chemistry an equal share. Astronomy is given one-third of eight weeks, and so on. By this I mean that physiology is one of these studies for six weeks and that at the end of six weeks the attention of the pupil is taken wholly from the subject, probably never to revert to it again. How often do we hear our senior pupils say something like this: "I passed a good examination in botany three years ago, but I don't know anything about now"; or "I scored 100 in trigonometry one year ago but to-day I cannot use a table of logarithms"? From this it does not follow that the study of botany and trigonometry has been valueless to that pupil, but if more of this knowledge may be longer retained it is desirable. It certainly is true that the longer the mind of the pupil is held upon any given topic the more firmly will the mind retain the subject-matter. The element of time cannot well be overestimated. Instead of keeping the pupil upon algebra, trigonometry, or physics one year, I should prefer to keep him upon these subjects for two or even three years. Of course, it would not be expected that the pupil should have a daily recitation in each of these studies

during all of this time, but he could have one or more recitations during that time. Although my experience in this direction has not been very extended, I am much inclined to believe that 160 recitations in a year spread over two years will be more profitable than 160 recitations in one year. Most pupils absorb principles slowly, and the absorption is necessary to the most beneficial results. Few men work well in a hurry; few pupils work at their best until the study has been some time in hand, and very often they hardly get ready for most effective effort until the time has elapsed, and final examination falls like a blanket upon further exertion. A healthy growth is necessarily slow. The hot plant soon withers and dies when exposed and stimulants are not given to give to longevity. To expect a boy or girl to get as much good from 16 lessons in eight weeks as from 40 lessons in 40 weeks, seems to me as unreasonable as to feed a boy a month's rations and expect him to gain an inch in a single day. Another advantage of this plan is that it enables us to avail ourselves of the reciprocal influence of certain studies which are generally successive in time. For example, after a few weeks in algebra, to give the pupil a start in study and the parent a rest from the chase of text-books, geometry might be begun at the rate of one lesson a week; for the second and third terms, geometry might be given two lessons a week, and the table for the second year so adapted that in the middle of the four-years' course algebra and geometry will each have as many recitations as they would have had if algebra had been done before geometry was begun. The algebra would help the geometry as much as under the plan more commonly followed, leaving the help of geometry to give the algebra for clear profit; a similar arrangement with chemistry and physics would give similar results.

The Superintendent and High-School Principals of Cleveland have done much work upon a course of study involving this last-mentioned idea. I look forward with interest to the time when it may be adopted. The plan is not visionary but has met with the approval of actual teachers in some European schools. In my own school several tests have been made which convince me that, for the two higher classes at least, the plan is sound; the improvement has been most remarkable.

In conclusion I would remark that I do not know as much about making a good high-school course of study as I thought I did when I graduated from college. The young man or the old man who has this work before him is earnestly cautioned that it is not a task to be performed "between sherry and champagne," but that he must give to it months and years of his best thought, if he would have his school belie the picture drawn by Spencer.

"Pervading the whole is the vicious system of rote-learning—a system of sacrificing the spirit to the letter. See the results. What with the conceptions unnaturally dulled by early thwarting and a coerced attention to books, what with the mental confusion produced by teaching subjects before they can be understood and in each of them giving generalizations before the facts of which these are the generalizations, what with making the pupil the mere passive recipient of others' ideas and not in the leading him to be an active inquirer and self-instructor, and what

g the faculties to excess, there are very few minds that become as
nt as they might be. Examinations being once passed books are
side; the greater part of what has been acquired, being unorganized,
drops out of recollection; what remains is mostly inert, the art of
ng knowledge not having been cultivated, and there is but little
of either accurate observation or independent thinking. To all
add that while much of the information gained is of relatively
value, an immense mass of information of transcendent value is
ly passed over."

is paper was discussed by H. P. Ufford, Chillicothe, E. H.
of Columbus, and John Hancock, of Dayton.

n. W. D. Henkle offered the following, which was adopted:
Resolved, That the Executive Committee be requested to se-
a report, at our next session, on a post-graduate course in
ng, for graduates of our High Schools.

e Committee on Nomination reported:—For President,
Richardson of Chillicothe; for Secretary, H. H. Wright of
nce.

e Committee appointed last year to report on Suspension
means of Discipline was continued for one year.

was agreed that the Committee to confer with the Associ-
of Ohio Colleges should report to the General Association.

ourned.

H. R. CHITTENDEN, Secretary *pro tem*.

GENERAL ASSOCIATION.

Hall of Put-in-Bay House, Wednesday, July 3, 1878.

the Ohio Teachers' Association was called to order by
C. E. Spalding of Gallipolis, Chairman of Executive Com-
e. Rev. Dr. Cutler of Western-Reserve College, opened
ercises with prayer. Mr. M. S. Campbell of Portsmouth,
Mr. W. S. Eversole of Wooster, were elected assistant sec-
es. Mr. L. D. Brown of Eaton, was elected assistant treas-
Mr. Spalding, in a neat address, presented to the Associ-
Prof. T. C. Mendenhall of Columbus, President elect, fitly

alluding to Prof. M's recent election to a Chair in the Imperial University of Japan.

Prof. Mendenhall then delivered the following

INAUGURAL ADDRESS:

When one is called by the voice of his fellow-teachers to occupy position—the duties and responsibilities of which I now assume—a custom has made it his right, and, indeed, one of those duties, to address them briefly in words of congratulation, advice, or warning.

The gathering of the many, fresh from the fields of their labors, and yet, made weary and indifferent by the ponderous logic and dreariness of pedagogical lore, furnishes him an opportunity, which, if he be wise, he will not fail to seize, for the favorable presentation of his facts or fancies, if he is fortunate enough to have any worthy of so important an occasion.

Not to abuse this opportunity, one must confine himself to the discussion of those subjects, for the examination of which by reason of experience and facilities for observation, he may be especially fitted.

I say this much by way of explanation or apology—if any be needed—for asking your attention for a short time to-day to a consideration of some of the more important difficulties that the teachers in Ohio have met during the past half-dozen years, in their efforts to secure profitable instruction in the Natural Sciences in the common Schools. I do not say this for I cannot—that these efforts have not been to a large degree successful. I have been constantly watching this experiment and I am convinced that the work which has been and is being done can be honestly termed profitable. Nevertheless, I but represent the sentiment, I am sure, of the great majority of those who have been engaged in this work with the intelligence and enthusiasm, when I express the opinion that they have not been what they should have been and not, indeed, what their friends of this new instruction anticipated. This being my belief, thinking, always, that criticism should come from within rather than without, I take pleasure in presenting to you, as parties most interested and hence I fancy most willing to be criticized, what I conceive to be at least a partial answer to the question, not why we have failed, but why we have not succeeded.

The difficulties with which we have to contend can be readily separated into two classes which I will term External and Internal.

For the continued existence of both of these the teacher is, in a certain sense, responsible, but, perhaps, less for the first than the second. I hardly say that in the first class I include those obstacles that have to do with educational forces other than the teacher. Yet it is interesting to observe how the external agencies are influenced by the internal. They rise and fall together as if connected by some mysterious link, which makes them, after all, a unit. I shall endeavor to show the existence of this bond of union, possibly to the extent of at least attempting to

the teacher, himself, stands revealed as the greatest, the most immovable, the most obstinate obstacle in his own path.

Internal obstacles are; the lack of sympathy which often rises to the height of open opposition on the part of parents and patrons and the absence of cooperation on the part of the Board of Education; the want of suitable and sufficient apparatus, collections, and other appliances thought to be indispensable; no text-book, or one which is, at best, an inaccurate and careless compilation; and, finally, no time or not enough time in which to give instruction.

Of the first of these; hostility on the part of parents or Boards of Education is more readily overcome when it is directed against Science than when showing itself in reference to many other departments of instruction. I need not explain that the teacher who is himself interested will have little difficulty in interesting his pupils and indirectly, directly, disarming any opposition which may come from without. If the authorities will not co-operate, they at least need not oppose, and assistance is half won when their opposition ceases. These obstacles are, more internal than external, and their removal generally lies in the hands of the teacher himself.

There is no excuse for no science teaching, or poor science teaching. The excuse is so often given, or upon which the teacher rests with such quiet satisfaction as that of the absence of suitable appliances for illustration. While recognizing to the very fullest extent the great value of well-made and highly-finished apparatus I am thoroughly convinced by observation and experience that very much may be done without it. After all it is surprising to find upon the lecture table of a successful science teacher, that he may be fortunate in having many instruments at his command, and a great deal of apparatus which does not in some way bear the impress of his hand. One who has never undertaken to prepare his own machinery for the illustration of a principle, has never felt the keen pleasure and the confidence with which that principle will be discussed. One can never afford to depend upon skilful instrument makers for all of his appliances, than he can afford to depend upon skilful thinkers for all of his thoughts. And yet these things are entirely unknown in our profession.

It could not be understood as discouraging the purchase of the most complete and perfect school apparatus; but I do mean to say that it will make a school. A teacher who can absolutely do nothing without it, can do absolutely nothing with it.

The expense of procuring these things is often vastly overestimated. Through familiarity with the subject will enable a teacher to expend a small sum judiciously. He should here invest his money on the principle of small profits and quick sales; that is, the articles first to be purchased should be those of which he will be constantly making use; which may be used for a great variety of purposes and which will not, therefore, be rejected on account of the showy appearance, to be exhibited to the public for a few moments only—once or twice in the year. There is many a classroom containing a two-hundred dollar air-pump, or an equally expensive electric machine, in which you might seek in vain for a file, or a

rubber cork, or a few feet of glass tubing, or any one of the many cheap things which make effect the illustration possible.

It is gratifying to know that many teachers and Boards of Education are becoming alive to the importance of this work and are showing commendable liberality in the expenditure of money for the purchase of apparatus. I could easily name instances which have come under personal observation, in which teachers have spent generously of their own scanty income that they might be able to know more thoroughly and teach more efficiently; and others in which Boards of Education have scrupled to honor any reasonable draft upon their funds for a similar purpose. The outcome of good in these instances has been widely and abundantly shown. One will get vastly more out of little than another out of much.

I regard it as a most favorable indication when the teacher makes the first expenditure for apparatus. He does not make the first unless under the influence of strong motives. In making it, he encourages and induces similar investments by the authorities but demonstrates his own fitness and disposition to make good use of what is put into his hands. In some of the public schools in England, in science teaching has been on trial for several years, an examination recently made as to the cost of this instruction. As in this country the cost found to be widely varying. In some schools—where money was scarce—an original expenditure of from two to three thousand dollars followed up by an annual allowance of two or three hundred dollars while in another it was reported that successful work, the extent of which included chemical and three physical lectures per week, was carried on at an original outlay of forty dollars and for five years an allowance for expenses of less than one dollar per year. This last seems almost phenomenal, but I think I can point out cases nearly parallel to both in our own State, and the range from one to the other is certainly enough to let in anybody. No teacher can afford to neglect this when it can be successfully accomplished at so little cost and we conclude that this obstacle is more internal than external and that it lies in the hands of the teacher himself.

When we approach the question of text-books for science teaching we find one of serious difficulty. In discussing this question I beg to indulge in two privileges; that of confining myself strictly to text-books in physical science, for in this direction only can I assume to lecture, and that of speaking plainly what I believe to be the truth, for in this only can I hope to be of service to you.

Presuming these granted, I give it as my opinion that,—as the majority of our text-books in this direction go—the mistakes are first, that they were ever written, and second, that they were written by persons who have undertaken and accomplished the task.

I do not for a moment question the motives which guided the authors of these books in their preparation. In every instance as far as I know they were written with the honest desire to supply what seemed to be a need. I only regret the lack of judgment and of heroic self-sacrifice exhibited in their giving way to that intense desire which we all feel at some stage of life; the desire to appear in the role of an author. The surmounting

the schoolmaster to this passion has given us in this country, and I think especially in this State, many text-books of great excellence prepared by men of rare ability, and of peculiar fitness for the work which they have undertaken. Yet I believe that a little self-denial judiciously exercised by the proper persons at the proper time, would not, to-day, have been a matter of extreme regret; would hardly be looked upon as a public calamity.

The evil effects of the absence of this seem to me to be, in the department of physical science very numerous. To be properly prepared for the making of a good text-book implies first, and above all, a complete and thorough knowledge of the various topics presented; not such as can be obtained by reading the books of other people, but such as is the result of workshop experience and actual contact with the things themselves. After this, and far below it (in this I am, possibly, not orthodox) I place experience in teaching. It is by no means true that the good teacher will necessarily make a good book. Frankly, he often does not know enough to make a good book. Dissatisfied with one compilation he creates another. This may be made from the best authorities but compilation implies condensation, and here is where the demand is made upon the compiler for accurate discrimination and thorough scholarship. Lacking these, condensation becomes destruction and mutilation, often beyond recognition. From books turned out in this way you have suffered and have suffered and that gives us a right to speak. Who does not remember having labored for hours over the discussion of a principle or the making of an experiment, the principle as enunciated by the author, being utterly absurd, and the experiment, following his directions, perfectly impossible? The author himself did not understand the principle and had never made the experiment.

I could make many illustrations from books well known and in common use, but a few must suffice.

One author, in describing the simple and instructive experiment which is attributed to Franklin, of showing the boiling of water under diminished pressure, directs that after the water in the flask has reached the boiling point, it shall be corked up and *set aside to cool*, after which the experiment is to be concluded by pouring cold water on the flask. Another describes the operation of drawing a bit of glass tubing into a fine capillary tube in such a way that if you were to follow his directions you might try a thousand times without succeeding.

In the attempted performance of experiments in electricity the teacher and student meet with frequent and bitter disappointments, and always because the author does not give the conditions requisite for success or does not define the quantity of the result which may be expected.

The discussion of thermo-electricity is frequently such that if the teacher shall rashly attempt to verify the statements made he must, in nine cases out of ten, reach a result precisely opposite to that given by the author. The author has never made the experiment himself and he *does not know*. It is the blind leading those who want to see. To cheapen the cost of the mechanical production of the book (I mean that part of the mechanical work which falls to the publisher) plates to illustrate the text are borrowed

from any convenient source. This sometimes produces unfortunate even ludicrous results. In a well-known book a plate is borrowed from a foreign publication and is accompanied by text explaining at some length the operation of the machine represented. It so happens that in this foreign book the plate is entirely wrong, representing an impossible machine, but its errors and impossibilities are faithfully copied into the American work and I doubt not have puzzled the weary brain of many a teacher and student. In an American book, which is excellent in many respects, a diagram of the Morse system of telegraphy. When the student has patiently studied it goes to the nearest telegraph office to get a little practical familiarity with the subject by inspecting the instruments there. He is surprised to find something radically different and new. The diagram in the book is a borrowed one and represents faithfully the English system of working, the like of which is not to be found in this country. It is difficult to describe the confusion into which most of our text-books fall in their treatment of the subjects, weight, mass, force, power, momentum, energy, striking force, and the like. It cannot be denied that the treatment of these subjects is attended with considerable difficulties, but all the more it should not be attempted by any one who lacks the necessary ability. I think it can be said that hardly any discussion in natural science is so generally productive of disastrous results. Equally common and erroneous are the attempted distinctions between quantity and intensity of electricity usually found in the text-books. I could multiply my remarks in this direction to almost any extent and show scores of instances in which the most fatal blunders are unhesitatingly committed. In regard to many of the most elementary principles of the science.

The tendency of both teacher and pupil to regard with such respect whatever is "in the book" makes these facts serious.

Is there a remedy—and if so, What? Does it not lie in the hands of the teacher himself? Let him refuse to use text-books that are inaccurate but accurate and reliable treatises prepared by thorough and competent scholars. But is this remedy available? Can the teacher who is not a thorough and critical scholar himself be a competent judge? I think not. He should be sufficiently familiar with any department of science to know its representative names. It is a fortunate thing that in every branch of natural science text-books, for use in lower grades, have been prepared by men whose history forms a part of the history of the science which they represent. In many cases there are indeed scores to select from.

We do not need to file the coin entirely away to know that it is counterfeit; we know it by its *ring* and are assured of its genuineness by the sound upon its face.

It certainly can be said that not every master of a subject can prepare a good text-book but with equal or greater certainty it can be affirmed that one who is not a master will make a poor one. A superficial student can write a superficial book; an *easy* book which can be disposed of in a term of a few weeks, often to the delight of both teacher and pupil, is a book which is "not too hard" is often not too good. In fact in

ment, as in some others which I will not stop to name, there has been, early, too much of a tendency to lubrication. All the little frictions and obstacles must be carefully removed, concealed, or smeared over with the oil of scientific oratory that the student may move peacefully along without exertion or effort. After all it is not so unfair a bargain; he gets nothing and he gets nothing; but he is robbed of that requisite thing of pleasure and confidence which comes with victory after a hard-fought battle.

As to the remaining obstacle of the first class, that of lack of time for science teaching, very little need be said. It is well known that there exists much complaint and dissatisfaction with the fact that some time is always spent in this work. I believe this to be in great part, if not entirely, founded on ignorance and prejudice. I wish more time were spent upon science and more will be as soon as better results justify us in so arranging our courses of study.

To come, finally, to that obstacle in the way of success, which, as before estimated, I consider the most stubborn of them all; the teacher himself. In regard to this matter some points have already been made in the consideration of the foregoing topics. It goes without saying that if the teacher were thoroughly fitted for his work these difficulties would not exist. But what does "thoroughly fitted" mean and is it a condition which is within the reach of those upon whom this work falls? Let us see whether these questions can be answered.

In the first place, to be fitted for his duties in this respect does not imply that the teacher must have made an exhaustive study of the subject in all of its bearings. Every one knows that this is a result which can hardly be reached even in a lifetime. But it does mean that he ought to be acquainted with methods of scientific inquiry, and not a stranger to the theory and practice of scientific investigation. Better this, by far, than that his mind should be only a store-house of facts, figures, and formulas. The teacher who by dint of memory can give a physical constant on command, is greatly inferior to one who can tell how to proceed to find it and who understands the philosophy of the process. Indeed I do not complain of the quantity of the knowledge possessed by our teachers so much as of its quality. A teacher whose strength is given to the memorizing of numbers, rules, and the like, suffers from *cram* in its very worst form and the disease will not fail to be communicated to his pupils. The result is that his thinking powers are paralyzed; all independence of opinion is lost and he becomes credulous to such a degree that he ceases to suspect error, even in its boldest forms. He memorizes and repeats the most unblushing absurdities and the most impossible statements with apparently as much zeal as if they were clearly demonstrated truths.

The sad but often ludicrous blunders made in the text-books pale before those of daily occurrence in the school-room and which I need not here, I am sure, particularize. Indeed I suspect that no argument is necessary to prove that in general the teacher falls short of success because he does not know his subject well enough to teach it.

I will venture to suggest something in the way of a remedy.

I know full well that the amount of work required of the teacher not permit of very extended study in any direction and I only the time which all teachers should and most of them do give judiciously expended. Out of a half-dozen good elementary treatises the teacher select two or three and master them. This must be done now or later and once for all. Let him remember that the easiest book is not always the best and let him begin the task with the expectation of determination to do some good, hard, honest thinking. Let him, for instance, in Physical Science, study Todhunter's Natural Philosophy for Beginners, carefully and conscientiously solving all of the problems. Let him read Balfour Stewart's Elements of Physics not omitting the very complete list of problems and exercises added to this most excellent book by the Hill of Harvard University. A little larger and more complete is Tyndall's son's Translation of Ganot's Physics in which he will find some of the best presentations of a good many processes in physical measurement. Tyndall has pretty fairly secured for himself the matter of any one of the subjects and let him strengthen himself in special departments of the subject by reading Balfour Stewart's Elementary Treatise on Heat or Clerk Maxwell's elegant yet elementary discussion of the same subject and Tyndall's excellent and very readable Lectures on Sound. He must not fail to place himself in perfect sympathy with the exalting spirit of scientific inquiry and let him do so by reading what is one of the most remarkable books in the English language, at once a contribution to the science and the literature of the age—Tyndall's Heat as a Mode of Motion.

As a very great assistance to the teacher in working up his own mental illustrations I cannot speak too highly of Weinbold's Experimental Physics; Frick's Physical Technics; Tyndall's Lessons in Electricity recently published in this country, Prof. Mayer's small books on Heat, Sound, &c. These will all do excellent service; the first being, naturally, a very expensive book.

Of course a teacher may not be expected to purchase all of the books or do all of the work which is here laid down. It cannot all be done in one term or in one year; but if undertaken and carried on in good faith it must soon become attractive, will go of itself, and the teacher will be awakened to a new and lively interest in his work.

There are two other points in reference to the teacher and the subject to which I must briefly refer.

I am disposed to think the *method* of teaching Science adopted in our schools of lower grade is quite wrong. The subject is one of great importance and of great magnitude and I could wish that time would permit me to discuss it more completely, but I must rest content with the expression of a few thoughts which I hope may prove suggestive. We are inclined to place upon the shoulders of children a burden too great for most men;—the task of generalization. This tendency is exhibited in those plausible and apparently rational rules of procedure which require the experiment and the illustration to precede the statement of the principle. According to this doctrine the child is expected to serve critically, to form his hypothesis, to test it by experiment and to formulate the law. Although true that ability to do this is the

of scientific education, yet it is also true that this ability is only acquired after much discipline and thorough training and that science teaching must hope only to end with this, not to begin with it. Much experience in this work has convinced me that even with adults this is a kind of mental stimulant which must be administered in small doses and in great exercise of judgment. With the young I think it advisable in certain instances to begin with a clear and concise statement of the principle to be studied and let the experiment be in the direction of verification and illustration. Yet the teacher must not forget that he falls short of his duty if he leaves his pupil untrained in the solution of physical problems, even though they be simple, just as he would fail if he were to teach any other exact science without drilling his pupils in the use of the tools he puts in their hands.

I think science teaching has suffered from the examination system which seems to be a necessity in most of our larger systems of public instruction, a system which should, at least for the present, be suspended from its operation upon this work. I can hardly conceive of two good teachers giving the same or nearly the same instruction in Elementary Physics, as they easily do in arithmetic. There are certain things in mathematical science which every pupil should be taught but it is far more important that the student of science should be instructed in a few things according to the true scientific method than that a prescribed course should be followed. The result of such a course must be *cram*, such as I have already alluded to. No good science teacher can be a machine or a part of a machine. He must have "free swing"—and this is quite incompatible with a system of examinations in which questions submitted to many schools, and taught by many teachers are prepared by persons who neither teach nor, so far as this goes, have been well taught. Believing, as I do, in the great value of frequent examination exercises, I would remedy the difficulty by having the examinations conducted mainly, if not entirely, by the teacher himself, who knows best of all what his pupil ought to be prepared to do. It can be easily established that under the other system the best teacher is quite likely to take the lowest rank and keep it unless he is quick to throw himself into the general current and sacrifice the power for good work which may be in him. Under proper restrictions the method suggested cannot fail to be productive of great good.

I have now touched upon a few of the many points which have occurred to me in considering the condition and progress of science teaching in this State and in the country. With the highest esteem for those engaged in the work in any capacity, as author, teacher, or supervisor—for many of them are among my closest friends—I have endeavored to call attention frankly to what I conceive to be serious obstacles in the way of the highest success. Honest and fair criticisms must always be received in the spirit in which they are made and I cheerfully submit to the consideration of my fellow-teachers, these, which have been worked out in the school of experience.

[*Proceedings will be concluded in the October Monthly.*]

EDITORIAL DEPARTMENT.

—We have but little space this month for our editorial department on account of the proceedings of the Ohio Teachers' Association will be continued next month. These proceedings contain very papers that should be carefully read.

—At the Southern Educational Convention, which met in nooga the 6th, 7th, and 8th of last month (August), there were about 30 representative men. Dr. Geo. A. Chase, of Louisville, chosen both temporary and permanent President. He makes an presiding officer. T. C. H. Vance, Editor of the Eclectic Teacher, chosen secretary. Six vice-presidents were elected, and an Executive Committee of six, with B. Mallon, of Atlanta, as Chairman. Papers read by B. Mallon, Prof. B. F. Meek, of Tuscaloosa, Prof. O. D. Auburn, Ala., and Dr. Geo. A. Chase. These papers were fully discussed. The Convention by resolution endorsed the National Educational Association and disavowed any sectional aim. This was wise. We trust the organization of this Association will stimulate educational activity in the south, and result in sending annually to our great national meeting a greater number of southern educators. Let us labor for such a result. As far as convenient it would be well for northern educators to attend southern meetings. They will, doubtless, be heartily welcomed. The Executive Committee will select the time and place of the next

▼ EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address must reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for a change of address until after a number shall have been sent to his old address, he should forward a two-cent stamp to the postmaster to defray forwarding the number. Subscriptions should begin with January or July, or October.

—Six girls graduated, June 21st, from the Tiffin High School.

—Five pupils, 3 boys and 2 girls, graduated from the Greenfield School, Friday evening, June 21st.

—THREE hundred and fifty-five students graduated from the College in New-York City, June 27th.

—MANSFIELD Normal College will open September 10. It will be under the Principalship of J. Fraise Richard.

-THE Kindergarten Institute advertised by Prof. Hailmann, to be in Sandusky, in July, was a failure. He hopes for better results time.

-THE Summer Art School of Prof. L. S. Thompson, at Lafayette, Ind., a success. Besides Indiana, Ohio, Michigan, and Wisconsin, were sented.

-THE last graduating class in Fremont consisted of four boys and girls; in Findlay, of one boy and three girls; and in Ottawa of one and six girls.

-THE school census of Warren has decreased from 1460 in September, to 1316 in September, 1877, while the school registration has increased 946 in 1874-5 to 995 in 1877-8.

-THE National Bureau of Education has moved into new quarters in to get room for the Educational Museum. This Museum is said to cond only to that at South Kensington, Eng.

-It was announced some time ago in the Jacksonville Daily Journal, of the fifty attendants at Prof. Hamill's Summer School of Elocution birds had already secured situations as teachers of elocution.

-THE newspaper report of the New-Lisbon Public Schools for the ending May 24, 1878, shows that the tardiness had decreased in en months, from September, 1876, to May, 1878, from 900 to 98.

-THE salaries in Akron for the coming school year are as follows: \$1200 (Maria Parsons in High School), one \$850, one \$800, four \$700, \$600, six \$550, one \$500, nineteen \$450, four \$400, and six \$350.

-THE total enrolment last year in the Canton Public Schools was pupils, 124 being between 16 and 21. The High-School enrolment 2. There were only 982 cases of tardiness, not more than in some ls with one-fifth of the school attendance.

-THE newspaper report of the Public Schools of Jamestown, Ohio, the last school year shows that the 241 pupils enrolled lost by tardiness absence 13½ school years of nine months each. In the year there 1855 declamations delivered and 450 essays read.

-WE stated in a previous issue that there would be no graduates at och College (we got the statement from a Yellow-Springs correspond- o some paper) until 1880. Arthur M. Judy writes from Plattsburg, that there are six members in the senior class for 1878-9.

-EIGHTY-THREE were enrolled at the Sidney Normal Institute, under ge of Van B. Baker and W. H. McFarland. These gentlemen have shed a 36-page pamphlet (price 25 cts.), called "Normal Catechism, aining a list of questions in orthography, orthoepy, reading, writing, mar, geography, arithmetic, and theory and practice of teaching."

-THE Committee, J. J. Burns and R. W. Stevenson, in behalf of the y-organized ungraded-school section of the Ohio Teachers' Associa- have issued their first circular, dated August 15. We hope the ement will result in a rousing meeting in Columbus next January a the General Assembly will be in session.

—THE Educational Department of the Erie-County Fair, to be held September 24, 25, 26, and 27, at Sandusky, is under the superintendence of U. T. Curran. Twenty diplomas are to be awarded (perhaps 10 in gold and 10 in silver) for best declamation, and "50 cents for best preservation of School Books which have been the longest time in use."

—THE newspaper report of the Warren Public Schools for last year shows that the cost of school books for the first four years is \$3.15, for the second four, \$7.68, and for the third four, \$23.05, or \$33.88 for the first twelve years, that is, four in the Primary Department, four in the Grammar School Department, and four in the High-School Department.

—THIRTY-FOUR students, 13 gentlemen and 21 ladies, graduated from the Worthington Normal School, on Friday, July 26th. Three gentlemen and five ladies took the Classical Course, ten gentlemen and three ladies took the Scientific Course, two ladies the Elementary Course, and two ladies took the Kindergarten Course, one of these also taking the Classical Course, and another the Scientific Course.

—IN the Public Schools of Greenfield, Ohio, last year, there were enrolled 495 pupils (68 being colored), 33 of whom were in the High School. There were 374 cases of tardiness by 302 pupils. This is a decrease before there were 623 cases by 423 pupils. Of the 508 visits to the schools only 12 were from the Board of Education, the others were 363 by citizens, and 133 from non-residents. In these counts the visits to the school room are counted, thus making the visits largely in excess of the visits to the school.

PERSONAL.

—B. T. JONES has been re-elected Superintendent of the Public Schools of Ashland, Ohio. Salary \$1000.

—A. B. STUTZMAN, of Wadsworth, has been elected Superintendent of the Public Schools of Kent, Ohio.

—WILL SANDERS, of Sabina, has been elected Superintendent of the Public Schools of Clarksville, Ohio.

—WM. REECE has been re-elected for two years Superintendent of the Public Schools of Jamestown, Ohio.

—JAMES TUTTLE has been elected Superintendent of the Public Schools of Springfield Township, Clark County, Ohio.

—T. C. RYAN, of Sharon, has been elected successor of J. H. Ryan as Superintendent of the Public Schools of Beverly.

—J. G. SCHOFIELD, of Caldwell, has been employed to take charge of the Public Schools of Belpre, Ohio, for the coming school year.

—DR. E. L. REXFORD has been elected President of Buchtel College in place of President McColleston, who has gone with his family to Europe to spend a year.

—J. F. WILSON, for the last four years Superintendent of the Public Schools of Ashtabula, has joined his brother, A. Wilson, in Warrenton, the practice of law.

THE HON. H. S. Tarbell, Superintendent of Public Instruction in
gan, has been elected Superintendent of the Public Schools of In-
polis. Salary \$2500.

H. C. GARVIN several years ago a teacher in Wilmington College,
en elected successor of J. H. Grove as Superintendent of the Public
s of Wilmington, Ohio.

C. K. WELLS, for the last two years Superintendent of the Public
s of Belpre, Ohio, has been elected Principal of the Marietta High
, in place of O. H. Mitchell. Salary \$1100.

PROF. J. W. STEARNS, late of the Normal School at Tucuman, in
tina, South America, has been chosen Prof. W. F. Phelps's successor
ncipal of the Normal School at Whitewater, Wisconsin.

J. HESTON, who has for the last eleven years been Superintendent
Public Schools of Beverly, has been elected successor of N. M.
ughlin as Superintendent of the Public Schools of Harmar.

Prof. S. W. ROBINSON of the Illinois Industrial University, has been
d successor of Dr. T. C. Mendenhall at the Ohio State University.
s been for some years at the head of the Mechanical Department of
dustrial University.

Doctors J. C. CHENAULT and GEO. A. CHASE have been re-elected to
ormer positions as Principals respectively of the Boys' High School
irls' High School in Louisville, Ky. The former has served three
and the latter sixteen years. The salary of each has been reduced
\$2700 to \$2250. Mr. Chenault has since resigned and Ashley M.
of the Boys' High School, has been promoted to the Principalship.

BOOK NOTICES.

ENTS OF NATURAL PHILOSOPHY. A Text-book for High Schools and
demies. By Elroy M. Avery, Ph. M., Principal of Normal School,
eland, Ohio. Illustrated by nearly 400 wood engravings. New York:
don & Company, No. 8 Murray Street. 1878. Pages 456. Introduc-
price, 90 cents.

is a fresh book, brought down very nearly to the present time.
cribes the telephone and phonograph, but the microphone is too
, not having been announced before the book was stereotyped. The
contains numerous exercises in which the metric system occupies a
nent place. The illustrations are numerous, that of the turbine
wheel being like wheels now actually made, and not like those in
works representing a style of wheels no longer in use. We call
al attention to the section on "Energy," it being an attempt to make
what is not often referred to in minor works on philosophy. We do
why the author uses the terms "*foot-pounds*" and "*kilogram-meters*."
stency requires that the words for the weight should in each case
ner last or first. Why not "meter-kilogram"? Teachers of phil-
y will certainly be interested in the examination of this work.

SCHOOL-ROOM CHORUS, a collection of Two Hundred Songs suitable
Public and Private Schools. By E. V. DeGraff, A. M. Price Thirty-
cents. Syracuse, N. Y. Davis, Bardeen & Co., Publishers. 1878.

is a neat and handy book, bound in green cloth. The songs cover

a wide range and are well suited to school use. Among the songs are for the seasons, spring, summer, autumn, and winter, bird songs, songs, home songs, hunting songs, insect songs, night songs, play school-room songs, study songs, temperance songs, vacation songs, exercise songs, patriotic songs, etc., etc. Teachers interested in school singing should not fail to examine the book.

THE MODEL HISTORY. A Brief Account of the American People in the Schools. By Edward Taylor, A. M. Chicago: Geo. Sherwood. Pages 323. By mail 75 cts.

It would be difficult to find a more readable history than this. The book tends to create a love for historical reading. This is more to be said of all the school histories now before the public. The author begins his account with the Mound-builders and ends with the invention of President Hayes and the remonetization of silver. We have space to refer particularly to the many characteristic points of the work among which are the chronological charts ingeniously made on successive pages instead of a folding sheet, tables of contemporary events in European history, interesting and important facts not usually found in school histories, etc. In the interest of true history the the Pocahontas legend is not even referred to, and the character of Amerigo Vesputi vindicated from the unjust aspersions cast upon it. The author, however, has committed a fault in continuing the incorrect statement that Columbus on his first voyage promised his mutinous sailors to turn back if they should not be discovered in three days. This statement is effectively disproved by Irving in his *Life of Columbus*. On page 168 the motto of Ohio is incorrectly given, the scroll containing "*Imperium in imperio*" not now a part of the seal. About a dozen years ago the Hon. Wm. A. Smith, now collector of the port of Chicago, then Ohio Secretary of State, discovered that Ohio had no legal seal. He wrote to us to suggest suitable mottoes. We sent about 125, among them the above which was preferred. In the law providing for a seal this motto was adopted. When the law was afterwards changed, the motto being omitted. In a table of Governor Hayes we found he thought the motto squinted at statehood. This is probably the reason it was dropped. We see, however, that it has rights in it. It states a fact and is in perfect harmony with the motto "*E pluribus unum*." In the pronouncing vocabulary the following names are mispronounced:—*Algonquin, Armada, Cortez, Credit Mobilier, Diaz, Dubuque, Fenelon, Galena, Gilbert, Juarez, Plumer, and Rose*.

THE ELEMENTS OF RHETORIC AND COMPOSITION: A Text-Book for Schools and Colleges. By David J. Hill, A. M., Professor in the University of Lewisburg, and Author of "*The Science of Rhetoric*." New York: Sheldon & Company, 8 Murray Street. Pages xviii, 276. Introduction price 83 cts., sample copies for teachers of rhetoric, only 50 cts.

Beginning with the selection of a theme this book next discusses the accumulation of material and its arrangement, the choice of words, the construction of sentences, modes of varying the expression, figures of speech, paragraphing, the preparation of manuscript, and the criticism of the completed composition. It also discusses the preparation of orations, and poems. It contains numerous original exercises.

ELEMENTS OF BOOK-KEEPING: embracing Single and Double Entry and a great variety of Examples for Practice. By Joseph H. Palmer, Author of a Treatise on Book-Keeping, and for twenty years Professor of Mathematics in the College of the City of New York. New York: Sheldon & Co., 8 Murray Street. 1878. Pages 180. Introduction price 67 cts., examination price 30 cts.

Although works on book-keeping are very much the same, yet in this book there are some new points. It is however true that works on book-keeping have not kept pace with actual practice in business. Much yet remains to be done to simplify and shorten work. The field is open for some ingenious man to systematize the devices already in use in practice.

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—AND—

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PROCEEDINGS OF THE OHIO TEACHERS' ASSOCIATION,
AT PUT-IN-BAY, O., JULY 2-4, 1878.

(Concluded.)

After the inaugural, Supt. Wm. Richardson, of Chillicothe, read the following paper on

↓ OUR PUBLIC-SCHOOL SYSTEM.

It is hardly possible to say anything new on a subject that is discussed at almost every gathering of teachers. This subject would have been worn threadbare and laid upon the shelf long ago, were it not for the interest that clings to it because of its being at the foundation of our republic and our civilization.

That our public-school system has its imperfections, its best friends are aware. How defective it was in its earliest years, and what poor fruit it bore are well known to all who are acquainted with our early history. It was like the sickle of our ancestors, and bears about the same relation to the school system of to-day as the old-fashioned sickle does to the latest-improved Buckeye reaper, which cuts, rakes, binds, and tosses to one side. We expect by and by to see an attachment to the reaper to thresh the grain, to winnow, and to bag it. So, too, do we expect by a little wise legislation to bring our public-school system to a higher degree of perfection, and thus make it far more effective in its results. We may add, however, that we hardly look for an attachment for *threshing*; that was tried in the beginning, and, having proved a failure, was discontinued.

Legislation for common schools differs in the different states of our

country. Let a wise educator go through them all and cull out the best of each, the result would be a system that would approximate to perfection. So in the systems of the Old World, each has its peculiar faults and each its faults.

As we have said, the system of to-day is far in advance of that of our forefathers, or even that of twenty-five years ago. Of this what proof do we need than some of our older educators, who have devoted to this work, can give us? To prove that we are not doing as well as formerly under the "no-system" style so-called, we must have the authority of educators who, from their situation are qualified to judge. The universal testimony of such is that we have taken a great stride forward. It is not a difficult thing to find at West Point or at the University of the South, who is sure that we are all going to the *bad*! Over at Harvard they doubt whether there is any such place! Only a short time ago a man from Richmond, Va., lectured in the city of Washington, labored to prove that the sun really revolves round the earth. It was said to be an *entertaining lecture*; but the rest of the clergymen of his city and of the country are advocates of the theory of Copernicus *nevertheless*!

If now we look at our own state, we shall find many things in our system to commend. It is often the case in other matters that we have the best of laws, but do not faithfully execute them. A law is of no value unless it is executed. The statute books may be filled to repletion, yet no good effects of these laws be manifest.

We are unfortunate in Ohio in that political parties control the election of school officers to a great extent. We elect directors many times who know nothing of our common schools,—who are not educated themselves. They are, of course, poor judges of teachers. Too often they choose the cheapest teachers simply to save dollars and cents. Again they elect teachers with no reference whatever to qualification. If they require a certificate, it matters not whether it is for six months or two years. The interests or relatives of directors are often preferred with no reference to ability. The fruit of all such proceedings is too well known by us all to be characterized at this time. When these things shall have been corrected, not till then, shall we see the desired progress in our common schools. Where they have already been corrected there is a manifest progress which we are justly proud.

Our *school examiners* are often embarrassed by the quality of those who present themselves for examination, old teachers, too, who have made teaching a life work, but who have made no progress in the last thirty years, and who excuse their ignorance with the plea that they are a little rusty. They should be laid upon some shelf and be allowed to rust out completely.

Where examiners have lived up to the letter and spirit of the law, there has been a marvellous change in teachers and in schools, and—in addition—in wages. It is a fact, too, that some examiners are not overburdened with reference to the general character and habits of the applicants. The quality which makes the *lady* or the *gentleman* should stand out in as bold relief as the knowledge of language or of numbers.

Our law provides for all these things, and the examiner has but to *execute* the law pertaining to his office, and we have all that we could wish in this connection.

But our system in this State is lacking two very important instrumentalities—*County Supervision* and a *State Normal School*. This lack is fatal to the highest success in our schools.

We have asked and begged again and again that our legislature would act with reference to such measures. They have invariably "sat down" on them—if I may be allowed the "classic" expression.

A measure designed to strike down the head and front of our system claims the attention of this distinguished body for days. Another to meddle with the school-book question, and throw it out of its proper channel is deemed worthy of special notice, and the most potent influences are called into requisition to ward it off. But these institutions necessary to a high success in the great field of education are suffered repeatedly to go by default.

We have tried to remedy this defect in part by private and local normal schools, and by county institutes. But, although these have produced some most excellent results, still the cry goes up from all advanced thinkers and educators for a state normal school, which shall be the most telling educational instrument in our commonwealth.

By this we do not mean a half dozen normal schools in as many parts of the state, local in their management and influence. It should be a central institution, on a grand scale, with all the appliances in the way of normal instruction that the age commands, with the best forces of the state all turned, like the rays of a burning glass, upon the one object of preparing teachers to teach, of making *professional* teachers out of the great mass of uncultivated teachers with which our state swarms.

It should be central, that it may be easily reached from all parts of the state. It should be located where those who receive instruction may have an opportunity for testing practically what may have been taught them.

The certificate of graduation from this school should be given to those alone who, in the judgment of the Faculty, are worthy in all respects to receive it; and should be a legal certificate to teach anywhere in the state until annulled by the Faculty.

The influence of such an institution can hardly be estimated. At once it would be felt in every corner of the state—in the country more especially than in the city. The country schools that have been suffering from non-supervision would at once assume new life and vigor. The theory received in the normal school would exhibit itself in practice, and a uniformity which does not now exist, obtainable in no other way, would be noticeable throughout the state.

The requirements for admission to this school should be such that not every boy and girl who asks shall be admitted; but only he or she who has laid in other schools the foundation of that knowledge which is absolutely necessary to the higher culture that we term "normal."

I am not of those who think *every boy or girl* should be urged through college or the university, but, rather, those who give unmistakable

evidence of something *within* which we call "*outcome*." It pays them to educate these; they go out into society as shining lights, and the "cast upon the waters" returns again.

We demand, then, *once more* a State Normal School. Should we rather demand *legislators* who have the highest good of the state at heart; men of few words, but words of sense and worth; men who are controlled by conscience alone, who dare to do their whole duty, leaving consequences to take care of themselves;—men who will listen to the *manufacturer* as he presents the demands of manufacturing interests; who will hear the *farmer* as he calls for legislation suited to the best interests of his calling; who will turn an ear to the voice of leading *educators* and plead in behalf of the demands of the cause of education? Give us *legislators*, and Ohio will not stand third nor second, but first among the states of the union.

The subject of compulsory education has from time to time demanded the attention of educators, and in some parts of our country a compulsory law has been enacted. If we can rely upon the reports of those who have witnessed the workings of this law, we are forced to the conclusion that it is in spirit better adapted to monarchical Europe than to democratic America. In Germany, where it has been well tested, we are told that little or no attention is paid to the law by officers. The people carry out its mild requirements as a matter of course, and the observer hardly notices that the law exists.

Statistics show that the per cent of attendance under the compulsory law, both in Europe and in our own country, differs but slightly from that where there is no compulsion. The truant law in Massachusetts amounts to nothing from the fact that no truant officer can be found who will faithfully enforce it. Compulsory laws, too, are almost nullified by the great number of exceptions which must, of necessity, be made. There is also more or less of injustice in taking from the poor the scanty earnings of their children.

The establishment of evening schools for those who are obliged to work by day is far more in harmony with the spirit of our institutions. In these schools the children of the poor have an opportunity to become good scholars in the more important branches of English, and, moreover, are kept in a great measure from the vices of the street, and the temptation to spend what little they may have earned. A great work would be accomplished in the education of the lower classes, were it made the business of an officer to visit their homes and acquaint himself with the true condition of things. In many cases the children would be so poorly clad that it is simply out of the question for them to attend school and associate with other children. This officer should be empowered to prepare such children for attendance at the public school; and furthermore, to place in the homes of poor children suitable books, that they may have around them at least some of the appliances which make their own homes attractive. A reader or a geography in such a home amounts to quite as much as a library of history in the homes of the wealthy. We consider this work to be the province of our common schools, for

we are thus laboring to cultivate the minds of those who are without means, we are laying the foundation for good citizenship.

The fruits of our *graded schools* are hardly to be estimated. By the systematic training received under the eye of the efficient teacher, the pupil knows more at twelve and fourteen years of age than the pupil of eighteen in the time of our forefathers in the no-system schools.

The written work of the children of to-day, whether the work of the regular recitation, or that of the examination, is simply wonderful, view it in whatever light you will—with reference to the penmanship, the spelling, the language, or the quality of the answers.

If you have ever been a county examiner, view this work in comparison with the manuscripts received from the two hundred or three hundred teachers examined in a year, and tell us what your conclusion is.

The pupils who have received the advantages of a thorough public-school course invariably take a better rank in all higher institutions of learning. The best teachers we have are those who have been thus disciplined.

Go to New England and ask the examiners how the young teachers of that section stand the test, and they will tell you again and again that students from the colleges who have not received the common-school drill are very apt to fail in the examinations to teach, while those who have graduated from the district school before entering college, or who have never attended college, almost invariably succeed. And they are not only successful in the examination, but they make the best teachers.

There is no other discipline comparable to that to be obtained in our public schools. The children, it is said, do not continue so long in school as in the days gone by. This is true, and the chief reason for it is that by methodical and systematic instruction they are taught as much in the common branches in the time they are in school, as they formerly were in a much longer time; and, moreover, they are criticized and disciplined in the use of tongue and pen far more than formerly.

While this is true in the main, we question the wisdom of allowing children to go forward so fast in our public schools, and keeping them at so high a tension. There is a limit beyond which the pupil cannot go without physical injury. We sometimes demand of him work that is beyond his years. He may be able to accomplish it, but at the sacrifice of health. In too many cases the cheek loses its redness, the eye its lustre, and the nerves their steadiness; while many a premature grave bears testimony to this unwisdom. Physical growth must keep pace with mental growth in order to reach the *best* if not the *highest* attainments.

It is sometimes asserted by those not *acquainted* with the public schools that they are too *inflexible*, that the bright pupils are kept back by the dull ones. It is hardly necessary to say that such is *not the case*. Here and there, possibly, may be found a *single* case of inflexibility, but such things are not general. Pupils are promoted at any time of the year. It is not a question of age, nor of station, nor of behavior, but simply of capability. The grade is fixed for the average pupil,—some advance to higher grades, others remain or fall below. Like water at rest, all seek their level.

There is a great advantage often overlooked, consisting in the *breadth* of *culture* in our public schools. The pupils are drilled in all the branches. In recitation they come in direct contact with one another, and imperceptibly they teach one another, becoming by degrees competent in all the branches a knowledge of which is necessary to good citizenship. In no-system schools such is not generally the case, but pupils are left to their own choice of studies, or left to their parents' choice, and omit altogether certain studies because they have a distaste for them, and thus grow up one-sided in educational development. It is very difficult to get advanced students to pursue a special course in any department of knowledge. Thus we obtain our Agassiz, our Tyndall, our Proctor. But four stones must be broad, well laid, and of the best material.

The high-school question has been discussed and re-discussed by its enemies, "the most extravagant luxury of the age," and by its friends, "the head-stone of our common-school system." The question is not yet disposed of.

We are led to ask whence this outcry against the high school? No good reason has been given for it. From one source comes the response that it is sustained by the rich for the benefit of the poor, those in moderate circumstances. But hardly a rich man can be found who dares count aloud the farthings he pays annually for its support.

Politicians sometimes have put a complaint into the mouth of the laboring man, that it is unjust to tax the hard-working laborer for the luxury. But when the laborer finds that his sons and daughters are taken up through a course of higher education free of all tuition, that his tax has not been appreciably increased thereby, his lips rarely complain.

He who is preparing his children for the university complains, that the high school is not prepared in all respects as the university demands. But it is not the sole function of the high school to be a preparatory school for the university. It has a higher work than this—a higher mission. It is in itself a *people's college*, holding out its arms toward the masses, inviting them to come up to the fountain and partake of the best.

The dying politician, too,—figuratively dying—sometimes sends his note, calling upon his fellow-men to rise against exorbitant taxes and refuse to support the "chief extravagance of the age"!

But all these complaints are magnified. Go into any town which has a well-ordered high school, and you will find it to be the pride of the community.

We do not think our high schools are perfect, they should be more practical than they now are—be removed somewhat from the rut in which many schools run. Why should we not turn out the typical book-keeper? We do not, as a rule. Why should we not let the pupil take his place at once as telegrapher, phonographer, and surveyor? Why should not the principles of mercantile business be taught? With moral philosophy and the like why should no attention be paid to the moral influence of *good bread*, *good roads*? Would instruction in the use of the flat-iron upon a gentleman

collar, or in the use of the scissors and the sewing machine be detrimental to the education of young women? Our high schools, we think, can be immensely popularized by making them a little more practical and utilitarian.

It has been thought by many that our educational system should comprehend a *state university* that should be for the highest education of her sons and daughters; which should take rank with the favorite universities of Europe, that those who desire to complete their education may do so without the expense of crossing the Atlantic and studying in a foreign school, under foreign tuition.

While it would be one of the highest adornments that our state could have, and while its expense might be borne without murmur by an already tax-burdened people, still we question the wisdom of establishing so high a state institution.

The *United States* should rather establish a *national university*, in which should be centred all the wealth of knowledge and educational power our country can command. Such an institution in the hands of our most talented,—men who stand in the vanguard of science, literature, and art, would shed a more brilliant lustre upon American society and life than emanates to-day from any educational source.

Such an institution *should* be—*must* be *national*, to be carried on successfully. It would draw from every corner of our land, and turn out ripest scholars, who would stand at par with the best of the Old World. We do not then advocate so high a *state* university to complete the arch of our school system, but rather a *national* university to be our educational head. Our national forces should be unified, our scattered powers should be concentrated, an intenser light should illumine our firmament.

But it is ours to perfect as far as possible the system of common schools. It is in these that the great mass of children are to be educated. We are to educate them as future American citizens, to take hold of the lever of the republic and move it in the right direction. We are not to be bound by any ruts of the past, but rather to condense the wisdom bequeathed us by past ages and use it as ours. In many respects old Rome and Greece are rusty and decayed. We are living in the *19th century*. We live in America—not among a people who are making the last move on the great chess-board of history. The world has progressed mightily in philosophy and art, and the literature and science of the old masters fade before the superior productions of the brains of to-day.

From every centre of civilization comes the demand for men versed in the science of the times. There is no call for the sphinx, or the pyramid of Cheops; no: we want a Suez Canal; no call for biremes or triremes, we want a Great Eastern; no call for catapults and ballistæ, we want nitro-glycerine; no call for coach or palanquin, we want a palace car, or a balloon; no call for short-hand reporters, we want a phonograph; no call for old fogies, we want *men*—progressive men, who walk in the light of the century in which they live, and philosophize on the wisdom of modern times.

The discussion was opened by Alston Ellis of Hamilton follows:—

Mr. President, Ladies, and Gentlemen:

I desire to occupy but a short time in reviewing some of the presented in the excellent paper to which we have just listened becoming quite common to compare the schools of the present with of the past. It is asserted by some that the ungraded schools of are not so good as they were a score of years ago. It is generally a that they are not now so good as they should be. When compared the graded schools of our cities and towns, they do not appear in a able light. I am willing to admit that our ungraded schools are good as they should be, but I cannot bring myself to believe that they inferior, in any respect, to what they were in former times. The recent testimony of those who had opportunities for observing the workings of the country schools a score of years ago goes to prove that as a rule were taught by mediocre teachers, that the methods of government harsh and often cruel, and that the methods of teaching were crude unphilosophical. Possibly these drawbacks exist to some extent but they are not so widely prevalent now as they were when you and I picked the pupil's desk. Looking back a few years, the evidences of progress are not so apparent, but when two periods separated by a score of years are contrasted the conviction is forced upon us that we are certainly taking advanced ground although by slow stages and wearisome effort.

Under our present school system the boards of county school examination have an important work to do. They are the only obstacles to the entrance of incompetent teachers into the ungraded schools of the county since experience has shown that local directors do not often make a discrimination in the selection of teachers to take charge of their schools. It is quite common to sneer at the inefficiency of county examiners. They are not well selected, it is true, but in the main they are industrious, capable, and conscientious men seeking in the strict performance of their duties imposed upon them by law to insure efficient work in the schools by permitting no one to enter them as teacher whose scholarship is questionable and whose morality is questionable. Their means of determining an applicant's fitness to teach are limited. They cannot, without sacrifice of time, visit the schools of their county and thus obtain personal knowledge of their workings or the kind of instruction that is given in them. They have few opportunities to counsel with local directors, and if such opportunities were offered and improved their suggestions would, in many cases, be regarded as unpardonable impertinence. They are expected to examine applicants and issue certificates, and the law requires and common sentiment demands that they do nothing more.

A county superintendent of schools, working under a wisely-planned law, could do much to remedy what are now recognized as existing defects in the administration of country schools. This officer should be removed as far as possible from the arena of politics, otherwise his mode of administration might be such as to make the whole scheme of superintendence

partial failure. A county board of education, formed substantially in the same way that our city boards now are, might safely be authorized to elect a county superintendent of schools. Politics does not now enter very largely as a factor in the election of a superintendent of schools in our cities. There are occasional exceptions, of course, but the gratifying fact must be admitted that boards of education in our cities rarely displace capable superintendents or teachers because the latter are not members of the dominant political party. County boards of education, composed of one member from each township, would act with as much freedom from political bias as boards constituted by any other mode would be likely to act.

Superintendency will effect many needed reforms in the management of ungraded schools, yet for many years at least will be felt the lack of skilful teachers. Few teachers of the ungraded schools of to-day enter upon their work with any special preparation or training. For this condition of affairs the State is largely blamable. The State provides liberally for free schools but takes no adequate means to secure well-qualified teachers to teach in them. State normal schools are needed to give that special training which will greatly increase the teacher's chances of success. The rudiments of an education should not be taught in these schools. Their principal aim should be to prepare one to teach what he knows rather than to supply the deficiencies of his home instruction. I cannot agree, however, with the writer of the paper, that the normal-school diploma should be accepted all over the State as satisfactory evidence of scholarship and professional skill. Examination will do the well-qualified normal-school graduate no injustice. Instructors are not always best fitted to certificate their own pupils.

I agree most heartily with the views advanced regarding compulsory school attendance. I have not time to enter into any formal discussion of this important question. I know that laws designed to compel children to attend school have not as yet accomplished their object in any State where they have been enacted, and I firmly believe that such laws can never be enforced in this country until our form of government changes and the free spirit of our people is crushed. I recognize the fact that many children are growing up under the shadow of our school-houses who, through parental indifference or some other cause equally potent, are not enjoying the means of education for which the people pay so liberally; yet admitting this fact I am not prepared to concede that ignorance is so prevalent among our people as to necessitate the enactment of arbitrary laws and their tyrannical enforcement in order to insure the stability of our government or to prevent society from going to the bad. The fact is that the people have done their duty in giving our public-school system with all its recognized defects a hearty sympathy and a liberal support. They have voluntarily contributed a school attendance as near the maximum as our school instruction approximates perfectibility. Compulsion should ever be a *dernier ressort*. Until we perfect our school system, until unfailing provision is made for the installation of earnest, capable, and well-qualified teachers in our school-rooms, and until national ruin resulting from widespread ignorance and deep-rooted prejudice stares us in the

face, let us hesitate to introduce a system of education whose only have been to establish more securely the thrones of despots and out those feelings of self-reliance and liberty which tend to ennoble and make him something more than a machine. Compel not open up the widest range of possibilities for all.

No merely human wisdom can select certain boys or girls for further higher training because beyond their fellows they now give evidence of "outcome." Such a principle of selection, once adopted, would be injustice to many a truly deserving pupil and would ultimately create a class distinction of the worst type. The bright pupil who gives promise of a brilliant and useful future does not always realize in after years the hopes that his early progress awakened. Some of life's most successful workers gave but feeble evidences of "outcome" in youth.

Our graded schools, as the author of the paper well remarks, have borne good fruit. They are to-day the best exponents of our school system. The value of that system, both at home and abroad, is estimated largely by the work taken from the schools of cities. At international exhibitions is displayed the elaborate, carefully-arranged work of graded-school pupils, speaking, to the careful observer, of the skilled training to which the pupils have been subjected. No one presumes to claim that these pupils have reached such a state of perfection as to make them unassailable to their enemies or to obviate the need of future exertion in their business and their friends. On the contrary criticism has been freely offered. Criticism is being courted rather than shunned. Criticism by intelligent persons is doing much to point out the way wherein defects may be removed and new agencies introduced. There are criticisms however, made by superficial and ignorant observers, that tend to bring unjust reproach upon our graded schools. A common criticism is that the pupils are so overtaxed to perform allotted school work as seriously to endanger health and mind. A pupil becomes sick and straightway a fond parent or a physician declares that the poor child's brain and body have yielded to the severe mental strain caused by overwork in the school-room. The number of school children whose vital energies are being sapped by overwork in assigned lessons is remarkably small in proportion to the outcry which has been made. There are exceptional cases where the child's school work is too severe for his mental growth or his bodily vigor, but an investigation into many such cases will reveal the fact that parents are more responsible than teachers. Parents will often insist that a young girl is entitled to promotion when the superintendent and teacher declare that she is totally unfit, by reason of want of mental or bodily power to do the work of the higher grade to which admission is asked. A girl promoted under such circumstances, if ambitious, may be led, by a sense of pride and zeal, to put forth efforts too great for her powers of endurance. The most complaint comes from the parents of pupils attending our high schools. High-school pupils should be able to do more than pupils in the lower grades, and their inability to do their class work acceptably and in due season results more from their habits when outside the school-room than from all other causes combined. They are the manners of men and women of fashionable society, they form

ostensibly for culture and improvement but really for frivolity and dissipation, they keep unreasonable hours, eat rich, indigestible food, and wear unhealthy clothing, and then they and their parents charge upon the schools the legitimate results of such follies.

Some charge that the graded schools are too inflexible. The only grounds upon which such a charge can have a seeming foundation are that irregular pupils must of necessity suffer the consequences of their irregularity, that some dull boy or girl does not secure regular promotion, and that a course of study is pursued which is best adapted to the wants of the greater number of school patrons. Optional courses of study, provision for schools for irregular pupils, and promotions based upon parental whims or commands are what some seem to think would make our school system less inflexible and therefore less objectionable.

The high-school question has already been discussed at length in our sessions. In my opinion it is not the prime duty of the high school to prepare students to enter upon a college course. The high-school course should be so arranged as to make the best possible use of the time that the pupil spends in its classes. If this arrangement is such as to prepare the pupil for active life or the college classes, then will it prove satisfactory to all parties; but the former object should be held of paramount importance.

I am an earnest advocate of a State University. I am not prepared to object to the establishment of a National University, but would give priority to a well-endowed State institution affording the widest possible range of instruction. Ohio has such an institution in active operation at Columbus. With a liberal legislative policy it can be speedily made one of the best universities in the United States, as it is now beyond question one of the most successful and best endowed in Ohio. Three State Universities are not needed in Ohio. Consolidation is imperatively demanded. In effecting this end means might be obtained wherewith to found a State Normal School, a need that seems to become more pressing every year.

The discussion was participated in by Supt. C. W. Oakes, of Norwalk, and Dr. John Hancock, of Dayton.

Mr. Ellis moved that a committee of five be appointed to nominate officers for the ensuing year. Carried.

Prof. E. T. Tappan, of Kenyon College, in pursuance of notice given at last annual meeting, moved that the Constitution be amended by placing the following after the Article on Executive Committee: The President of the Association shall be *ex-officio* a member of the Executive Committee. Carried.

Prof. Tappan, in pursuance of a notice given by Mr. J. F. Lukens at last annual meeting, moved that the Constitution be amended by abolishing clauses providing for Auditing and Finance Committees. Carried.

Miss Harriet L. Keeler of Cleveland, in pursuance of given by Miss Lucia Stickney, moved that the Constitution be amended by the insertion of the following:—

Ladies may become members of this Association by the payment of an annual fee of fifty cents without regard to previous membership.

Miss Betty Dutton of Cleveland, moved to amend by striking out *fifty cents* and inserting *one dollar*. After a sympathetic discussion of the question by Messrs. Ufford, Henkle, Burnside, Stuntz, and Moulton, the amendment carried, and the motion was adopted, the ladies unanimously voting in the affirmative.

Supt. De Ford of Ottawa, moved that a committee of three be appointed to secure a more complete introduction of the System of Weights and Measures into the schools of the State. On motion the subject was referred to Committee on Resolutions.

Mr. Spalding moved that two be added to Committee on Resolutions. Carried.

It was also moved that a committee of five be appointed to select a place of meeting. Carried.

Mr. Spalding presented an invitation from the Woman's National Christian Temperance Union to attend their Fourth of July celebration at Lakeside. Owing to the fact that the Association had a programme already provided for the Fourth of July, the Secretary was instructed to decline the invitation with thanks.

A proposition from the managers of Lakeside to select the next meeting of the Association at that place was referred to the Committee on Place of Meeting.

Treasurer A. G. Farr, of Columbus, presented his report for the past year. It was accepted and ordered to be placed in the minutes. The report is as follows:—

ANNUAL REPORT OF TREASURER OF OHIO TEACHERS' ASSOCIATION

July 3, 1878.

Receipts.

Of M. C. Stevens, former Treasurer,.....	\$218.45
Membership, 1877.....	246.00
	<hr/>
	\$464.45

Expenditures.

Advertising Bound Proceedings.....	\$ 6.05
Printing, Postage, etc., for 1877 Meeting.....	35.90
Expenses of Pres. Andrews—Annual Address.....	25.00
For Phonographic Report and condensation of proceedings.....	125.00
Expenses of Executive Committee July 20, 1877....	49.60
“ “ “ “ December 28, 1877.....	45.90
Printing Proceedings, and expenses to Salem.....	104.80
Binding 52 volumes old proceedings.....	32.40
Cash on hand.....	39.80
	<u>\$464.45</u>

Balance.....\$39.80

A. G. FARR, Treasurer.

Adjourned to 2 P. M.

WEDNESDAY, 2 P. M.

The Association was called to order by the President.

Mr. Spalding moved that a committee of five on Resolutions be appointed. Carried.

The President announced the following committees:—

On Nominations, Messrs. Alston Ellis, Samuel Findley, A. B. Johnson, E. T. Tappan, R. W. Stevenson, W. D. Henkle, and John Hancock.

On Place of Meeting, Hon. T. W. Harvey, L. A. Knight, A. M. Rowe, Miss Blackwood, and Miss Ebbert.

On Resolutions, Messrs. W. W. Ross, H. B. Furness, J. H. Lehman, J. S. Wilson, and H. R. Chittenden.

Mr. Hancock moved that Prof. Moses T. Brown of Boston, be invited to deliver his lecture on Charles Dickens in this hall to-night. Carried.

Mr. Clemens moved that Supts. Rickoff and Hancock be appointed to represent the Association at the American Institute at the White Mountains. Carried, with the understanding that the committee had power to enlarge its number.

Miss M. H. Ross of Columbus, then read a paper on “Kindergarten Instruction.” [*Paper not furnished.*]

Supt. A. J. Rickoff opened the discussion, and was followed by R. McMillan of Youngstown, M. H. Lewis of Circleville, W. N. Hailmann of Milwaukee, Miss Harriet L. Keeler of Cleveland, and R. W. Stevenson of Columbus.

Prof. E. T. Tappan then moved that the subject of gardens be referred to Committee on Resolutions. Car-

Hon. J. J. Burns, State School Commissioner, then read the following paper on

COUNTY EXAMINERS, THEIR POWERS, DUTIES, AND RESPONSIBILITIES.

In the different departments of human industry we have laborers, skilled laborers, and *professional* laborers. With the tasks to be done are of such a nature, theoretically, that the *how* is a practical axiom. In the axioms of mathematics, *given* a knowledge of the meaning of the words in the sense there used, and the truth is self-evident. In the labor axiom are *given*, two hands to grasp the thing, two eyes to see the thing to be shovelled, and the necessary rule for shovelling. This is the theory of unskilled labor. True, it differs from the facts, but facts should not be such stubborn things. The unskilled laborer, the mechanic, is trained to manual dexterity in the use of his implements; he gains much knowledge of the nature and character of material, and of the laws of physics in force in his little realm depending on himself—and his eye acquires a second sight, so that he may not see “an angel in the stone,” he may detect a doorstopper therein.

The professional man, as the name implies, professes to have knowledge of himself to a *system* of knowledge—Theology, Medicine, Law, Chemistry, Mathematics. He knows, or professes to know, the history of his system, its relation to other systems, its present and practical workings, and he can imagine bodies forth for its future. His labor is with brain as well as hand, and upon matters which call forth the higher faculties of reason, abstraction, imagination.

In the first of the divisions of labor, no guarantee of fitness or ability is asked for, because, as I intimated, no such fitness nor ability is required. In theory, there is no *wrong way* of shovelling earth into a cart.

The mechanic serves an apprenticeship of a stated period; and when he has a word from him who has given those once clumsy hands the cunning to use the tools now possess, is a diploma written or unwritten; and he goes forth as an *alumnuus*, albeit raised by hand, from a real *alma mater*.

The minister comes before his new flock with a letter of ordination from the church officary, by virtue of which he may break to soil the bread of men and women, the bread of life; may pronounce the words of blessing so often unheeded:—“What God has joined, let not man put asunder,” and may perform humanity’s last office: ashes to ashes, dust to dust.

The physician and lawyer have likewise a sort of laying on of hands, and an endorsement of fitness for their respective offices.

To classify teachers, and decide to which of the three divisions they belong, would be a difficult and perhaps perilous task. Doubtless the grades—the rank of workmen who have no previous training, the special adaptation to the work; of skilled mechanics who oper-

matter alone; and of true professors with their souls full of their great calling, their virtues pleading like angels trumpet-tongued, and the anointing oil of the great masters, like the dew of Hermon, upon their brow—may claim their quota of those who wear the badge of teacher. But this I feel sure of—the section lines would not be *straight* shutting in the lower-grade teachers with the common laborer; the high-school teachers with the skilled laborer; and superintendents and college men within the favored lists of professionals. Rather those lines would curve like isotherms up and down the face of the pedagogic map, and often placing in the same sunny zone the faithful teacher out at Countryside, and the worthy incumbent of a well-endowed chair, whose claim to be a native of the intellectual Arabia Felix has never been disputed.

A, who never served an apprenticeship as a house-builder, may lawfully contract to erect a dwelling for B. When the job is completed if it be not done in a workmanlike manner, if the plan be disregarded or there be a waste of materials, there is a remedy in dollars and cents, which the courts will administer. The damage can be ascertained by physical tests or the testimony of experts. But under the laws of our State, A is not, without some condition precedent, permitted to place himself before the public as a physician. If he be ignorant of the ills that flesh is heir to, and of the remedies science has discovered, a coroner's jury can sit upon the aforesaid party of the second part and ascertain that the man is dead; the funeral sermon will charge it up to Providence, and nobody can respond in damages. Hence evidence of skill in the shape of a license or a diploma from a medical college is asked for by a prudent public.

In a similar prudential line it is, that since our public schools are the most valuable possession to which we can ever have title; and as the State in its sovereignty, grants to them large sums of money, to be so used that the return will be good citizens, men who their duties know, who know their rights and knowing dare maintain, as this is a work of self-defense as well as of Christian enlightenment, and since, finally, the teacher is so important a factor in the work, in regard to him a certain legal maxim is reversed and he is presumed *incompetent* and *unworthy* till proved competent and worthy; and before each school-room door a sentinel is placed to see to it that he who would there try his 'prentice hand shall know something of the tools and the material of that ethereal workshop.

This measuring and weighing of an applicant's acquirements and native abilities can not be done with almost unerring correctness by the use of a mental tape-line and an intellectual Fairbanks, or no more discretion would be needed in an examiner than in the keeper of the town scales.

But instead of a simple application of the line, and a glance at the reading of the scale, the examiner has a task which will call into exercise his utmost prudence and patience, and an insight into that more complex thing than all the compounds of the chemist—Human Nature.

It is not a mere matter of addition and division in averaging *per cents*. Examiners should be as wise as the most sapient serpent; as harmless as

a whole brood of doves, the patience of Job in examining man and the meekness of Moses when interviewing the rejected applicant, or her father may well be added to the make-up of the model applicant.

Some examination of teachers was demanded by earlier statutes. That of 1838 was the first to outline our present system. The board of quarterly meetings, one member being competent to examine in reading, writing, and arithmetic were the legal branches, and fifty cents was paid for the *certificate*; rejections were granted without money and without price, and no doubt were thought too dear.

"And the said examiners may, whenever they think it advisable, determine what school books are best adapted to the schools in their respective counties, and recommend the same to the use of the schools in their respective districts." (This was in the early days when men were not so much and never attuned their ears to the song of the siren, charm her as they may.)

The powers granted to examiners of county teachers under our present law are:

1. Organization by selecting a president and clerk.
2. Fixing of places to hold their meetings where the greatest number of applicants will be accommodated, and having notice of such meetings printed, the cost of such printing to be paid out of the county fund.
3. Deciding as to the mode of conducting the examinations; by oral or written questions. Each of these modes has points and advantages. They are supplementary, so to speak, and most boards use both, though likely in different proportions.
4. Examining applicants and granting certificates of the fitness of those known to the law.
5. Revoking, for specified reasons, any certificate granted by the board or their predecessors. They have no authority to revive a certificate when it is once revoked. If the reason for revoking no longer exists, the teacher may attend the next examination and again receive the certificate of the board.

The first *duty* devolved upon an examiner and the one needed to legalize his appointment, is that he take an oath or affirmation to support the constitution of the United States and that of Ohio; and that he faithfully perform the duties of his office. This oath or affirmation is violated when he lends himself to evasions or infractions of the law, or when he renders his eligibility a matter of extreme doubt. The responsibility of the county examiner—that for which he is clothed with all his powers—is that he *answer back* to the school public, the parents, and those applicants most worthy and best qualified, without fear, and without inquiry into their *previous place of going to school*. To aid the officers in the impartial discharge of their duties, a person connected with any school for the special training of teachers, whether it be a Normal School, Normal Institute, Normal Department; or whatever flag be so far furled that the "Normal" is not given to the public, all, is rendered ineligible to hold the office of county examiner. A man, made upright, has sought out knowledge of witty invention.

Examiners should exercise all their wisdom and discretion, and

add, *sufficient time*, to perform well their important *essential* function of making selection of questions, so that they may fairly test the applicant's ability to *do*, as well as his capacity to *hold*; his grasp of thought and power of invention and facility of original expression, as well as his mere tenacity of memory. More care should be taken in the selection of tests. Complaint is made that sometimes these are mere puzzles. I am aware of the tendency to call any question one cannot answer a puzzle. Having thus christened it we excuse ourselves for the failure to answer. This is more pleasant and shifts the blame to the other party. Still I have no doubt that in some cases the complaint has foundation.

Questions are objectionable concerning matters not yet made known in a reliable form to the public. It is hardly fair, for instance, to base a question on some new truth in Geography, which happens to meet the examiner's eye, but of which, yesterday, he was in a state of blissful ignorance.

Often the line of questions is such as to give the highest reward to mere cramming; though the good or ill of cramming depends much upon the material crammed, the order of the cramming, and the mental and physical condition of the crammee.

Examiners may do a good work of instruction, and raise higher the standard of scholarship in the county, by skilfully adapting their questions so as to lead the teachers to investigation in the more vital parts of the branches taught. For example, they might encourage English reading—the very profitable study of literature in its sweet fields arrayed in living green, instead of condemning to a winter diet of Grammar text-books. The examination is not designed to set forth the scope of the examiner's reading, the brilliancy of his fancy, or the agility with which he can appear at unexpected places.

Evidence of previous success should have due weight, but this cannot easily be added in the column of figures standing for grades in the branches; and further, recommendations from directors, though in the main pretty good evidence, are not conclusive. They will bear the younger Weller's comment on "weal pie," "Werry good, if you know the lady as made it." The clerk of the board has full duty as an examiner, and also the task of keeping the register and financial accounts, the making of quarterly and yearly reports as required by law, and for the faithful performance of which he *has given bond*. Another duty of the board is to see that this bond is given; though the auditor should refuse to recognize the board till their clerk has filed this legal security. Let me remark in passing that more depends on the uniformity and strictness of the *grading* than on the character—difficulty—of the questions. The county which grants certificates to applicants of least merit, may be the one which applies, apparently, the strictest tests. The questions appended to the State Reports show a wonderful diversity of opinion and variety of taste. If we could have the same set of manuscripts, graded by each of our eighty-eight boards, a comparison of their markings would fail, I fear, to show a positively startling uniformity.

One duty which examiners must not ignore, and will not, if mindful in

any degree of the responsibilities of their office, and the power which they are clothed, is to see to it that only persons of good become teachers; that any others wearing the badge of teacher, "for shame." In the performance of this duty, they must use personal knowledge and the testimony of responsible witnesses.

The law does not attempt to define what it means by a moral character, but probably the import is, good repute among one's acquaintances, freedom from any known vice, the bringing or having one's conduct in accord with the moral sense of the community. A moral man is a known valuable, but not well-defined quantity in social arithmetic. A teacher must be one.

The named causes for revocation of a certificate are immorality, incompetency, and negligence. Evidence of immorality would be, of course, proof of such acts or of the use of such language as denotes a bad moral character. If his example be such that prudent parents fear to have set before their children, he is not worthy of a certificate. Every public officer is morally responsible for the conscientious discharge of every known duty. But suppose that some teacher with the endorsement of the board in his pocket commit a heinous offence; has the board been guilty of neglect of duty? Not necessarily, they are not diviners of the thoughts and intents of the heart, nor are they prophets. It is that some lion-like temptation is to overtake this man, and he is overcome. They can determine his real character only by his outward actions. *good reputation* is nearer our meaning than good character.

Incompetence is a matter of great delicacy; probably referring to management or government, rather than to literary qualification. School examiners are not likely to have a better opportunity to test a teacher than they had when the teacher was before them as an applicant. A failure to govern one school does not prove that the teacher might have had a good degree of success elsewhere. The school where a teacher made may be an exceptionally difficult one to manage, and a single year is scarcely ground for revocation on the score of incompetence. Many some eminent teachers would not wish to be judged by their first year.

Negligence is something more easily proved. It is shown by an overt act as habitual tardiness, or failing to give the whole time of the teacher to the school's service. Mr. Bardeen tells of a New-York teacher who read all the Waverly Novels through in one term of school. She said "Short lessons and long recesses" was her motto. Testimony of pupils in the ungraded schools, that they have been neglected, *have no lessons* for so many days is sometimes based on a misapprehension of what a lesson is; but if inquiry proves it just, the official ax should be applied. When complaints regarding teachers come in a responsible way to school examiners, such complaints should be fairly investigated and acted upon. After a certificate is revoked if the holder is teacher, the directors or board should be notified, and it is their duty to discontinue the teacher. He is no longer legally competent to draw public funds if he continue, it is as a private teacher, and the directors must attend to the matter of *pay*—drawing from their personal pockets.

The possession of a certificate is thus but *prima facie* evidence of reputation and scholarship; and if a teacher, discharged for failure in either of these respects, bring suit for damages, the presumption raised in his favor by the legal testimonial of the board, may be overthrown by evidence that he has *not* a good moral character, or is *not* qualified to teach Orthography, Reading, Writing, etc.

Some matters have been suggested for a word of comment or inquiry, as to what is the duty or the power of examiners. One case is that of the primary teacher in a graded school, of acknowledged worth as a manager and instructor of the little folk, a successful workman in her very difficult and responsible department; but her knowledge of physical geography, grammatical analysis, bank discount, alligation alternate, and cube root, will not allow her to run the gauntlet—at least not between the lines—of the county board. What should be done? Reject her and have her place taken by another, who, though better initiated into the above mysteries, has given no proof at all of the possession of those subtle qualities of sense and soul, which examiners, with their imperfect methods, can not inquire into, but which she must have, or fail, to the lasting detriment of her precious charge; or, receive evidence of her worthily filling her position, her general culture, and lady-like deportment—a thing of such moment, but so hard to add up in a column of per cents—as a substitute for matters which in her case are non-essential?

I state the query.

It often happens that an applicant obtains a certificate, and some time after begins a term of school, such term to run beyond the time when the certificate expires. Under the law he is legally competent to teach. As directed in Section 93, he "has first obtained a certificate." True the directors might well decline to employ any teacher whose certificate is not *as long as the school*; but they don't exercise this caution—reserving that conservative principle for a more vital point,—the pay. Here in the midst of his school term, comes the teacher to the examiners for authority to continue what they have authorized him to begin. The board should be careful indeed in any tests, the result of which may be the applicant's failure. It is hardly possible that he was qualified six or twelve months ago and is *not* now. If he is not now, he was not then. The lack of evenness in the questions or an attack of indigestion in the examiner may be at fault. A blunder on the part of the board exacts a severe penalty from an innocent party. In some States, if a teacher is certificated at the opening of a term that is all that is asked. Plainly not so is the law of Ohio; but as I said, cases arise just here, which the examiner must thoughtfully consider. It would be well if the county board would keep in the register, not only the items required by law, but a brief mention of what schools persons commissioned by them have taught; who of the number are teaching now, and where; what their standing has been in the community; the names of persons vouching for their good character. Such a statistical oversight of the teachers of the county would result in much good; and being in easy reach of the examiners, may be claimed to be one of their *duties*.

It was recently submitted, whether there is any law or judicial decision

for holding a certificate valid from the date of its apparent expiration to the next possible time of getting another. There is nothing to be said in an affirmative answer upon, and as a comparison of the list of examiners with the almanac will prevent any necessary lapse, there is no case for any equity in the case.

Renewal of certificates without examination is surely not according to the spirit of the law; and if the renewal be conditioned upon attendance at an Institute or Normal School, where a membership fee is to be paid to the examiners as a Board of Instructors, the law is so plainly violated that it is the duty of the Judge of Probate to declare their places void and fill them with men who, while holding office under the law are bound to obey the law. Criticism has been indulged in relative to section 10, but I am not convinced that it is not a wise provision. Carried out in its spirit, it might allay the rising fear, that schools and Institutes, the special benefit of teachers, are sometimes for the more especial profit of some other persons, and it may prevent such a change in the law as would virtually destroy the Institute Fund.

Examiners need not be selected from the noble army of those who have borne the burden and heat of the election day; whose white plumes like his of Navarre are found on the second Tuesday of October when the ballots fly thickest. It is not absolutely essential that the examiner be a man who has been weighed in sundry professional balances and usually found wanting; with much spare time and more spare abilities.

Examiners should be men who are clearly eligible; men, of whose purity of character there is not the slightest doubt; of large experience in human nature, so they may not often mistake tinsel for gold; of good judgment, varied information, independence of mind, well informed as to the condition of the schools and the various duties of the teachers. They are to commission skilled workmen who will labor upon the platform, the most important structure; to legalize trustees for a priceless estate. The Judge of Probate has no more important function than this, of selecting a competent, honest, faithful, impartial, law-observing Board of Examiners.

In attempting to present this topic to the Association, I have found it a difficult one; and am not at all confident that in the scant time I gave it its most prominent or attractive points have been transferred to my paper.

It would have been easy to wax satirical in discussing some of the results of our system of commissioning teachers. Satire and burlesque commonly find willing ears; but I preferred plain words of truth and soberness. Indeed I much doubt the wisdom of supplying arms to the enemies of our school system, and barbing their arrows by exaggerating its defects, or what we deem defects. In this matter of examination the system is far from perfect, but we should prune out the bad and retain the good, and not lop off bad and good together with the sword of ridicule.

I believe the practical thing now to do is to labor earnestly for a more efficient system of county supervision and a more thorough unifying of township districts. Toward this result this Association has long labored. Its trumpet has given forth no uncertain sound, but unfortunately, of those who, collectively, have the power to grant or refuse the thing asked, never heard this trumpet. Members of the Legislature, some

the faith years ago, may now be enjoying the sweets of private life. The new ones should be saluted with a few blasts. And, fellow-teachers, let us count nothing as done till a competent teacher is behind every teacher's desk. For that the whole system was organized; and though we have desired it long and may die without the sight, and others shall right the wrong, finish what we begin, and all we hope for win, let us enjoy the future while we work in the present, believing that the earth does move sunward, and take by faith while living our freehold of thanksgiving.

The paper was discussed by M. H. Lewis, of Circleville, and C. R. Stuntz, of Cincinnati.

WEDNESDAY, 8 P. M.

The Association met to hear the lecture from Prof. M. T. Brown, on Chas. Dickens, and was delightfully entertained for one hour and three quarters.

Adjourned till Thursday.

THURSDAY, 4 A. M.

Exercises were opened with prayer by Rev. Mr. Strong, of Sandusky.

Mrs. Rebecca D. Rickoff, of Cleveland, then read a paper on Reading. (Not furnished for publication.) The discussion of this paper was opened by Prof. De Wolf, of Western-Reserve College, who was followed by Alston Ellis, of Hamilton.

U. T. Curran offered the following:

Resolved, That a committee of five be appointed to report to this association a list of books suitable for young readers, said report to be made at next meeting. Carried.

Dr. C. H. Payne, President of the Ohio Wesleyan University, then delivered the Annual Address, as follows:

✓ WHAT THE STATE SHALL TEACH.

It is but too apparent that the Republic of the United States is passing through a transitional if not indeed a revolutionary period. Questions of gravest import are coming before us for adjustment or re-adjustment; questions fundamental to the perpetuity of the nation and freighted with its hopes and interests.

Among these questions none is more grave or vital than that of educa-

tion in all its relations and applications; but especially is the relation of the nation or State to the education of its future citizens of pre-eminent importance. Shall the State educate its youth? Shall it employ compulsory methods? To what extent shall State or national education be carried? Shall it embrace primary education only, or include secondary as well, or advance through all the grades of Higher Culture even to the College and the University? And more important still, what shall be the *character* of the State's educational work? Shall it be purely secondary, or all inclusive, embracing the *entire nature* of its subjects and having regard to their entire fitness for future citizenship?

These imposing and important questions cannot receive any extended and satisfactory consideration in the brief limits of this paper. We can only give a hasty glance and a passing word to some of them in a specific form, but hope to elucidate certain fundamental principles relative to the generic question of *What the State Shall Teach*, or *The Educational Requisite for American Citizenship*.

It is perhaps needless to start the question, whether the State should educate its youth at all. Popular education, under government protection and support, is an established institution in the United States; an institution deeply rooted in the popular heart, and which will not be considered without a struggle. It is too late in the history of our government to discuss *that* question in its simple form.

It is not however too late to inquire as to the *reasons* which underlie this cherished institution, the foundation principles on which it rests. We may legitimately ask then, What are the *ends* sought in our system of common-school education?

The answer is neither difficult nor doubtful. Qualification for citizenship, preparation for the manifold duties of life, protection to the individual of society, the safety, perpetuity, and prosperity of the nation; these are the ends sought and believed to be secured by the education which the State maintains at public expense.

If these are the acknowledged and unquestioned ends sought, it is certainly a legitimate and important question which presses with imperative force upon us. *How are these ends best secured?* If the State proposes to accomplish certain definite ends and employs certain well-defined means for that purpose, its citizens, who are taxed for the object contemplated, have a right to inquire as to the *adaptation* of the means to the end; and whether the end is *really secured* by the agencies employed. Here then comes before us properly and forcibly the question as to the *character* of our common-school education,—what it actually is, and what it *should* be in order to justify the State in supporting it?

It will be answered that the ends proposed are secured by imparting *knowledge* to youth that they may become *intelligent*. But such an answer is vague and partial and quite unsatisfactory to thoughtful people.

How much knowledge does it require to make a man a good American citizen?

The simple rudiments of an education, reading, writing, spelling, arithmetic, says one party, are all the State should teach. And this has some plausibility in their reasoning. But if to make intelligent citizens

is the end in view, ought not the study of *their duty as citizens* to have some place in their education? Ought not the science of government, political economy, the Constitution of the United States, history, both ancient and modern, and especially that of our own country, to come under careful review?

But there is a question which lies deeper and reaches farther than these; does simple *intelligence*, meaning by the term an intellectual knowledge of certain branches of study, constitute all, or even the most important part of *education*? Are the ends which the State seeks and which its safety demands *realized* by any such meagre and partial methods of education? Does it follow that because a child can read and write or has passed through a more extended literary course, he is *thereby* qualified for the solemn and responsible duties of society, and of becoming a personal and potent factor in the social and civil institutions of a great Republic? This vital question, deeper and broader and graver than all others relating to education, is the question which in some form is being pressed rapidly to the front in our country and demands immediate and thoughtful consideration.

We know of no place more appropriate for its study than this occasion affords, in presence of this distinguished body of educators who, as servants of the State and benefactors of society, are devoting all their time and strength and thought to securing for the nation the high and worthy ends which have been mentioned and aiding youth in attaining the truest and most valuable education as a preparation for a successful life. If there is a subtle fallacy in much of the plausible reasoning concerning our public schools, if there is peril to this proud feature of our boasted Republic, in the contest which is already upon us, we wish to know it,—for above all things we desire to be honest workers, true builders of an enduring structure which shall stand the stress of time and the fiery ordeal of the years which lie beyond.

The question now pressing upon us and demanding a practical answer when reduced to its more specific form is this:—*Shall the education given by the State be purely and exclusively secular?*

The subject is not a theoretical one merely. In several localities it has taken a very decidedly practical form. It is before some of the State legislatures for discussion and decision. Local school boards have it on their hands and some of them are pressing it to a speedy settlement. Teachers are called upon to adjust their daily work with this question ever before them. There is an element in every State, daily increasing in numerical strength, becoming more emphatic in its utterances, more pronounced in its attitude, whose avowed object is completely to secularize and atheize the state and the nation in all their work and in all their relations to state institutions and individual subjects. It is important that every intelligent citizen, and especially the teacher who is so conspicuous in leading public sentiment and so distinguished an agent of the State, should have a thorough understanding of the subject and be prepared for wise and prompt action in relation thereto.

I do not propose to view the subject from the stand-point of a Christian minister nor that of a devoted Protestant nor even in the light of pure,

unsectarian christianity. I prefer to discuss it upon other grounds, and view it as a simple citizen in the light of sound sense, of true philosophy, and of undeniable history. Without without sectarian prejudice, without bias, assuming nothing but mon principles of morality, and theistic or natural religion, proach this subject, seeking only to know what is truth, what and wherein lies the greatest good for the greatest number.

I. A complete secularization of our public instruction so as exclude moral and religious education would be thoroughly *un*ical.

1. To do this is to ignore the *true end* of education.

What is that end? The united testimony of all recognized harmonizes with your own thought and with the judgment of all ful persons in answering this question. Pestalozzi, whose place ucator is universally recognized and of whom it has been truly he has exerted a greater influence than any other man on edu England, America, and the north of Europe, states as his first that "*Education relates to the whole man, and consists in the drawi strengthening, and perfecting all the faculties with which an all- ator has endowed him—physical, intellectual, and moral.*" "Ed he says, "has to do with the hand, the head, and the heart."

Herbert Spencer will surely not be charged with any bias tow tanism in matters of education, yet he affirms that the one end o education is to learn "how to use all our faculties to the greatest a of ourselves and others," or in other words, "how to live cor And this being the great thing needful for us to learn, is, by con the great thing which education has to teach. To prepare us for *living* is the function which education has to discharge; and the tional mode of judging of any educational course is to judge in wh it discharges that function.

What an utter neglect of this true and philosophic end of edu manifest in a system that proposes only to furnish the mind wi facts or subject it to the discipline of a few intellectual processes

2. Such a system also ignores entirely the *true nature* of the takes but the most partial and imperfect view of him. In the e of such a theory he is a being capable of learning combinations o of chattering grammatical sentences, of remembering incidents a of history, and nothing more. That he is a moral being, that conscience, that the awakening and culture of his moral nature lutely essential to all true development, that unless this is done n end of education is ever realized and no real success in life is eve ed,—all this is forgotten or treated with supreme indifference, r contempt. The noblest part of our nature is thus untouched, it functions are never employed and no appeal is ever made to inspiring motives.

To expect any valuable results from such an unphilosophical tional process is to insult reason and defy logical sequences. might you attempt to execute a difficult piece of music upon without touching its principal keys or employing its most importa

as well attempt to solve a trigonometrical problem without a knowledge of the multiplication table. You can as soon make a scholar out of a child by throwing a spelling-book and grammar at his head, as you can make him a useful member of society by stuffing him with readers, geographies, and arithmetics.

3. This unnatural and unreasonable method strikes with paralyzing force *the teacher* and prevents his accomplishing the very work he is aiming to do.

What is the teacher's real work again we ask? To aid the pupil in the development of a true character, to qualify him for a worthy life, to render him a proper subject for citizenship and society. How shall he accomplish this all-important work? Evidently by using the limited time he has to the best possible advantage. By touching *every key* in that marvellous organism, which will respond to the touch, by appealing to every susceptibility and every motive, by awakening every dormant energy, and especially by calling into play those powers and emphasizing those duties most essential to genuine manhood and womanhood. The true teacher does this by bringing *himself*, his whole moral and intellectual being, into sympathetic contact with his pupils' entire being. Hence it depends upon the teacher himself, his character, his culture, his personal influence, more than upon his mechanical methods of teaching, as to what kind of education his pupils will receive. Thus the genuine teacher is more than all text-books, more than all apparatus, and all methods, more than everything else in the work of true education.

When Pestalozzi was carrying on his great work in the old convent of Stanz, "his whole school apparatus consisted of himself and his pupils." But that was immeasurably more than all the apparatus of modern times *minus* the mighty personality of the strong-souled teacher himself. Yet, of what avail is this transcendent factor in all the work of education,—the personal force of the teacher,—if it is to be limited to drilling the pupil's mind with figures or stuffing it with facts; or in other words, if all the moral and spiritual force of the teacher is to be deprived of its legitimate effect and his work is circumscribed within the narrow and beggarly limits of purely secular studies? Developed, ennobled, made great himself, and worthy of his position, by reason of his communion with truth in *all* her vast domain, in the realms of nature, of life, of duty, of destiny, and of God, he cannot forsooth lift his pupils to these lofty altitudes, he must not speak of these solemn sublimities and sacred verities, because *that* would be transcending the province of the State, whose work is to teach its ward to read, and spell, and cipher.

Could any theory or process of education more completely stultify the teacher and stunt the pupil than this? With such a theory *character* is nothing in teacher or pupil; the teacher who can cram the most multiplication table and spelling book into the child's mind, in a given time, by whatever method or mechanism; bears off the palm, and is the State's best educational agent. How belittling such a view of education is to the teacher, how subversive of the high and noble ends he ought to seek, and how utterly at variance with every principle of sound philosophy, is apparent to every thoughtful person. Yet such is the legitimate sequence of the vaunted secular theory of common-school instruction.

4. This theory of education also, when practically carried into effect, is subversive of the very object for which the public schools are maintained. What is that object? Confessedly a *moral one*, the prevention of crime, the moral qualification of the present child for the future citizen. The advocates of education agree in this. "Remove ignorance and prevent crime," is their constant cry. No class of persons are louder and more persistent in the advocacy of this theory than the secularists themselves. With their conclusion we may not be able fully to agree, but that the *end sought* in all state education is a *moral one* is clearly evident. This *must* be admitted to be the ultimate end in view. No other end would *justify* the State in taxing its subjects for educational purposes. Education is supported at public expense for the same reason that the government itself, in its various departments, is maintained, and that courts of justice are established; because the *moral interests*, the *welfare* of the nation demand it. Hence it is the legitimate province of the State to tax its citizens for schools because of their supposed *necessity* for *moral welfare*.

But the very acknowledgement that the end is a moral one is fatal to the theory of purely secular instruction. A moral end is the pre-emptive purpose in view, but, forsooth, the moral nature of the child must not be the objective point in your instructions, and you must take good care not to use moral methods nor deal with moral truths nor appeal to moral motives. You must not appeal to the Deity, a belief in whom undermines the moral nature, nor to the Bible, the highest and purest text-book of morals extant, for *that* would be obnoxious to some one's prejudices and subject the State to the charge of teaching sectarianism.

You are seeking to develop the moral nature it is true, and to qualify the child to become a moral agent, to whom is to be committed the sacred trusts and solemn responsibilities, but you must beware lest you appeal to his *conscience*, though no faculty in the young is weaker, more imperfect, and more susceptible, and none stands in such transcendent *need* of development as that, and none is so vitally related to his *future* and fitness for citizenship. Or, if the conscience is ever the source of appeal, it must not be by employing those truths and influences which the history of the world has proved to be most effective in developing moral sense and ennobling human character.

Such is the shallow philosophy, or rather utter ignoring of every principle of philosophy, which an unfounded and unreasoning prejudice has upon this nation to adopt in its public-school system, to seek a moral education by systematically discarding the highest and best-established means, to seek development of character by persistently and purposefully refusing to touch the most potent forces and factors which constitute character.

(5) If an attempt is made to parry the force of this reasoning by pointing out that to impart intellectual instruction to a child improves his mind and thereby secures the end proposed; we reply, first, if we grant that this is true in some slight degree, still it is a most *indirect* and *imperfect* method of compassing the end sought, and at best it would be *far less effective* if coupled with direct moral training. For the two processes

culture are not antagonistic when rightly joined, but mutually dependent and helpful the one complementing the other. But secondly, it is not so apparent that simple intelligence without corresponding moral training is an effectual preventive of crime, or, that in itself alone, it tends largely to moral elevation.

It is coming to be more and more a question with thoughtful men whether we have not claimed quite too much for *intelligence* [?] as a preserving and elevating force in society. If statistics have seemed to authorize our general belief in this respect, it is because that hitherto-intelligence amongst us has been almost invariably connected with no inconsiderable moral and religious training, while criminal classes, so-called, were almost wholly deprived of both intelligence and moral influence. But other facts are pressing on us now, and facts which are not at all flattering to our boasted intelligence nor favorable to reliance upon it for national safety. Though general intelligence is supposed to be largely increasing, yet crime seems not to diminish, and nearly all our prisons are full. Besides it is ascertained that only twenty *per cent* of state-prison convicts are illiterate.

It is not then surprising that there should be some honest questioning as to the more exact relation between the spelling-book and the state prison. It is true as we hear so frequently from our modern philosophers that the "cure for unbalanced lives is *training*," that a bad environment makes bad men. It is also true that the only solution of the problem of much of our evil, South and North, is the school-house; but it is the school-house built upon the foundation principles of morals and theistic religion; it is the school-house where God is recognized and the Bible revered, and where the teachings of the world's noblest and best men are permitted to exercise their unrestrained influence.

We shall find wisdom in the practical maxim of the Prussians that "whatever we would have in the State we must first introduce into the school-room." We want self-government, respect for authority, a profound sense of moral responsibility, developed consciences, reverence for sacred things, the fear of God, truthfulness, honor, unswerving integrity, a moral manliness that cannot be bribed nor intimidated. How shall we secure these indispensable requisites of a safe and prosperous nation without the highest moral training in the school-room? The more thoughtfully we examine the question the more thoroughly shall we be convinced that to dissociate the ethical and the intellectual, the Bible and the grammar, is an unwise, unphilosophical, and unsafe procedure.

We shall accept the words of Hon. D. D. Barnard of New York, uttered some years since before the legislature of that State. "Keeping all the while in view," says he, "the object of popular education, the fitting of the people by *moral* as well as by *intellectual* discipline for self-government, no one can doubt that any system of instruction that overlooks the training and informing of the moral faculties must be wretchedly and fatally defective. Crime and intellectual cultivation merely so far from being dissociated in history and statistics are unhappily old acquaintances and tried friends. To neglect the moral powers in education is to educate not quite half the man. To cultivate the intellect only is to unhinge the

mind and destroy the essential balance of the mental powers light up a recess only the better to see how dark it is. And if that is done in popular education, then nothing, literally nothing toward establishing popular virtue and forming a moral people.

II. But many who admit the importance of moral training, and necessity in order to the welfare of the nation, will argue that it is the work of the State; that "the government is exclusively so much so as a bank corporation or a railway company," and it must therefore depend upon the family, the church, and the Sunday-school for its future citizens in morals and religion.

This reasoning has a surface plausibility but contains a poorly defined fallacy which is fatal to the nation. *It makes assumptions which are unaccountable and contrary to facts.*

1. The claim that the nation is exclusively secular, is not true in sense that it has no individuality of character, no moral sense, no principles, no religious belief, no moral responsibility. All that it has and must have or miserably perish of imbecility and inward rot.

We have already seen that it has an acknowledged moral end in rearing its youth, and it cannot escape the moral responsibility of logically and logically carrying out that end to its completion; it cannot shift this responsibility upon other parties. It taxes the people for a given object, confessedly a moral one, and it cannot in justice expect its subjects turn to them and say "we expect you as individuals to do the work for which we have exacted a tax from you. We call the moral one, and it is, but we will attend to the intellectual part of the work and leave the moral to you; we will teach the principles of science and mathematics, you must teach the principles of ethics and the principles of living."

Such an attitude is unworthy of a great and enlightened State. It is imbecility and cowardice personified and enthroned.

2. But is the State warranted in assuming that the moral education of its future citizens *will* be properly attended to by families and church organizations if neglected by its agents, the public-school system? Possibly it will in *some* families; but so also would the same neglect furnish their children the necessary *mental* culture if *that* were neglected by the State; and would it not be equally wise and proper to require the family or individual for one as for the other?

As a question of facts is it true that the young people of our country are receiving, from any source whatever, the moral training required for the safety of the nation and the highest interests of society? Is it rather true that one of the greatest perils to society lies in the fact that such vast numbers, of our young men especially, are coming to the present stage where life's responsibilities and issues are no longer a pale solemn tragedy, with so little development of moral manhood, that a curb of moral restraint to hold in check the baser nature?

Precisely here is our peril most menacing. And it is folly to suppose that any imagined or actual increase of intelligence is rendered less perilous. Rather let us acknowledge with frankness, though with reluctance, that the danger from this source never was so threatening as it is now.

seems increasing with each year of our national history. If ever moral instruction were necessary in our nation, much more is it an imperative necessity now. The dangerous and immoral elements of society are constantly becoming more disproportioned to the better classes. Nor can it be truthfully affirmed that this arises wholly from the influx of foreign population. Our own native-born youth as a rule lack the moral fiber, the sturdy strength, the genuine manliness, and lofty integrity which come from true moral training persistently applied through all the years of early youth and opening manhood.

The State in relying upon the family for this training makes too large a presumption upon the general morality and fidelity of parents. Dr. Peabody, of Harvard college, in contrasting the past with the present, in respect to parental training, much to the discredit of the latter says:—"A very large proportion of the pupils in our cities and populous towns come from homes utterly destitute of culture, and of the means and the spirit of culture, where a book is never seen, and reading is with the adult members a lost art, or one never acquired. There are schools in which four-fifths or more of the pupils are of this class."

He might have painted the moral aspect of the home picture in still darker colors.

Nor is it in the lowest classes of society alone that the moral teaching of the family is wholly inadequate to the child's need. Herbert Spencer, speaking of the subject in its general aspects, says:—"The management of children, and more especially the moral management, is lamentably bad. Parents either never think of the matter at all, or else their conclusions are crude and inconstant."

And yet the State is to entrust the moral training of its future citizens wholly to such agents as these.

But is it not the *duty* of parents to attend to the moral and religious instruction of their children? Certainly; and so it would be their duty to provide them intellectual culture if the State made no provision for it. So it is the duty of all to obey the laws without police force or courts of justice or prisons, but the State does not, [?] in these matters *presume* on every one's doing his duty, and so it makes provision for him in case of his failure in this respect. Why does it not take into consideration undesirable *facts* respecting the inadequate moral training of its youth and make preventive as well as punitive provision for the welfare of society? The fact is there is too much shifting of responsibility in this entire matter of the moral and religious instruction of the young. The State commits it to the family, the family relies upon the church, the church entrusts it to the Sunday-school, and between these several agencies with their indifference or inefficiency the one transcendent work of the Republic, the proper education of its youth, is most negligently and imperfectly achieved.

There is something inspiring in Sparta's heroic training of her youth for the one object she wished to compass, that of making hardy soldiers. For this purpose the boy was taken at seven years of age and kept in the hands of the State until he was sixty. He was fed on black broth at the public tables, toughened by exposure, inured to hunger, thirst, fatigue,

scourging, too loyal and too brave ever to utter a word of complacency as an example by any means of a perfect education, but worthy nevertheless of careful study. Cannot an enlightened Christian State far wiser ages exhibit at least equal wisdom and zeal in the education of more favored youth for the higher ends she seeks to compass in the arena of life into which they are to pass?

3. It ought to be added also that the theory of providing exclusively secular education by the State exerts a most unfavorable influence on our youth, tending to demoralize and atheize them. This attitude of the State cannot fail to be interpreted by young and susceptible minds as an attitude of indifference to morality and religion. With the State assuming an attitude and the natural disrelish of the young for moral instruction and restraint, the parent and the religious teacher, however well capable they may be, find it almost impossible to impress the truths on the mind that is indurated rather than made more susceptible by its purely intellectual culture. Five or six days of the week are given exclusively to secular instruction with rarely or never an appeal to the higher nature of a child is a poor preparation for that higher instruction to be it from mother or minister. The receptivity of his moral nature is gradually lessened by the overshadowing pre-eminence given to secular culture, and his indifference to all moral and religious truth increases by a kind of logical sequence under this fearfully one-sided and irrational method of training.

If the Bible is not honored in the school-room it will not be received much attention in the pupil's chamber, if God and his Word are not recognized as authority there, they will not be often in his thoughts elsewhere; if moral and religious truths find no place in the instruction from the teacher, the parent and Sunday-school teacher will have a hard and ungracious task to find any place to crowd them into the preoccupied mind in the occasional half-hour reluctantly yielded for such a purpose.

And so it happens, by the practical working of laws which are as honorable as destiny, that the moral nature of multitudes of young people is an uncultivated waste; and the State pursuing such a policy will pour out upon society multiplied thousands of youth, as unqualified for the duties of life and as dangerous to all the best interests of the State as if they had never received any training at the public expense.

This theory of pure secularism in education is *revolutionary*. It merits it may claim it is in direct antagonism to the history, the genius of our common-school system.

It is an unquestioned historical fact, well known by all persons, that the COMMON SCHOOL owes its origin to the intense religious spirit of its founders. It is the child of Christianity and the fountain head. If we refer to that famous original order of the Supreme Court of Massachusetts, in 1647, by which every township of five families was required to establish a school, we find its inspiration in the emphatic recognition of God and the Bible. Thus originated has been developed a system of education permeated and inspired by the highest moral and religious ideas; a system which has given

nation a history of unparalleled growth and prosperity, a system which has achieved for us greatness and honor unprecedented; a system which, in its essential features, is the admiration of the civilized world.

Is it then the part of wisdom and of statesmanship to strike away the very foundations of this vaunted institution and smite it with paralyzing force by one fell revolutionary blow from the destructive hand of atheistic secularism? If we consent to such a revolutionizing departure from the honored past let us do it with open eyes and clear understanding of the logical consequences. Let us consider what this secularization of the government and of the public schools especially, *means*, and what will be the inevitable results.

It is not a question of teaching sectarian tenets, nor of reading a few verses from any version of the sacred scriptures, nor of opening the school with a brief religious exercise of whatever form; all these questions are of minor importance, as compared with the great question at issue. That question is this, Shall the State become unqualifiedly atheistic? Shall it assume an attitude of absolute indifference to religion and that whole domain of fundamental truths and historic facts based upon religion? Shall it entirely ignore God, the Bible, Christianity, the Sabbath, with all the moral teachings that have their roots in these fundamental ideas? Shall it forbid its teachers to give instruction in any of these truths and the duties arising therefrom? Shall it, at this late day, assume an attitude of antagonism to the very principles which have hitherto permeated every department of our government, and have given it stability, greatness, and power? And shall all this be done at the clamorous bidding of a few restless spirits who are dissatisfied with the noble structure which our fathers reared with sacrifices of toil and tears and blood, who seek to smite the proud edifice with destructive hand?

All this the State must do if it honestly concede the demand for complete secularization. It must expurgate every text-book in use; it must eliminate every extract from the Bible, every allusion to God as the beneficent Creator, to Christ as the world's Redeemer, to the Sabbath as God's appointed day of rest for man, to Christianity as the purest type of religion. There must be no allusion to the great First Cause, none to the evidence of design in the human system, nor in the universe; no reference to a divine Providence whose bounty makes the earth to smile; no word of instruction respecting man's responsibility to his Maker, the true foundation of moral obligation, the fundamental distinction between right and wrong. All this savors, it is said, of religious prejudice, and is offensive to some of the State's subjects, therefore the State must take care that it has no place in its public schools. This and nothing less is the issue; this and nothing less is the legitimate result. It is useless to say that the Bible can be introduced "as literature to be studied as Homer and Virgil and Shakespeare."

The plea for secularism on the part of the State is either a quibble or it is an honest objection to theism and Christianity having any recognized place in our national government. If it be the former it is unworthy of a moment's thought; if it be the latter, then it demands all that we have specified and more. It demands that the nation shall banish the recogni-

tion of God and the Christian religion from every governmental ment in the whole national domain. It demands that the Bible shall have no recognized authority in the nation's laws nor in their administration; that no prayer shall ever be offered in legislative assemblies; that no oath shall be administered to bind the conscience of a witness in a court of justice; that the name of God shall never be invoked at the inauguration of the nation's high officials; that no chaplain shall be employed, no minister of the Gospel be permitted to offer prayer in the various governmental institutions of the land. In a word it demands that the government shall be *atheistic*, purely, confessedly, emphatically, persistently and uniformly refusing any and all recognition of God and religion throughout all its departments.

With the issue thus before us, carried out to its logical consequences, little more need be said to convince thoughtful persons of the utter imprudence and fatality of such a course. It would smite with complete destruction our whole common-school system. To use the language of the United States Report of the School Board of New Haven, Conn., "If there is to be anything like education in our schools—if any thing is to be taught more than the use of the alphabet and the processes of arithmetic—perhaps, the higher branches of mathematical science, the teaching of the text-book, if there be one, must recognize religion as an element of human nature; as a fact and a dominant factor in all history; as a factor in governments, laws, and the being of society; as an influence permeating the literature of all languages in all ages; and as modifying thought, thinking, the morals, the usages, the institutions, and the character of every people under heaven. Such recognition of religion is not religious teaching in any sense in which any man, be he Christian, Mohammedan, Pagan, or Atheist, can reasonably complain of. A declaration at the opening of a legislature or at the opening of a judicial court is not an intermeddling of the State with the rights or duties of any individual, nor is it an attempt by the State to teach religion." "If the recognition of religion in the public schools is objectionable, much more would the systematic and thorough *ignoring* of religion be objectionable."

The State then is to prepare its youth for future citizenship. It is to teach that which underlies all true and worthy character, the virtues, the moralities, the duties, and responsibilities of life in all its varied relations. It is not to assume control over the individual conscience, nor to enforce religious belief, nor to enforce the performance of religious duties. It is not to assume to teach technical religion, much less sectarianism. But it is to recognize religion as the foundation of all highest morality, the basis of all sense of responsibility, and the inspiration of all that is noblest and most salutary in human society. It is freely to employ the fundamental truths and all potent factors in developing the character of future citizens, and solving the problem of its future safety and perpetuity. In doing this it violates no right of any of its subjects and does not oppress any one.

To adopt the opposite course we have indicated, is positively to oppress the many in deference to the unreasonable prejudices of the few. What asks it? Not the great body of American citizens, who are loyal

government and ardent supporters of its public schools. Not the teachers, whose vocation would be degraded and whose success would be rendered impossible by such a policy. Not the Catholic, for he is a staunch believer in Christian education, and the whole theory of a secular and godless culture is to him an offence tenfold greater than the introduction of a few verses from the Protestant version of the scriptures. Not even the Jew, for he believes in God and the great principles of religion, and wants his children trained therein. If any of these parties object to features of our common schools, it is because they are virtually opposed to the entire system.

Who then does make this revolutionary demand? A few infidels who affect to have no belief in God and who really have little or no sympathy with our whole system of government. And in deference to the clamor which these men have raised, some men who are good and true have been led to espouse their cause and become the champions of absolute secularism in the State.

For the State to heed this demand and adopt this policy would be unjust to the pupils of our schools who are thereby robbed of the only preparation which will qualify them for a true life; unjust to parents, who entrust their children to the State with the expectation that they will receive the best and most needed training; unjust to citizens, who are beguiled into a false belief that the national safety is being secured through a system which proves to be inadequate and delusive; unjust to tax-payers, whose money is exacted for a purpose that is not accomplished and cannot be accomplished by such a method; unjust to teachers, who, in worse condition than the Hebrew slaves under their Egyptian taskmasters, are expected to build up the national edifice strong, and stately and enduring without employing the material and methods which are absolutely necessary to its strength and beauty and permanence.

It is to attempt a feat which has never been achieved in the history of the world, and stands without historical precedent. Egyptians, Persians, Greeks, Romans, all nations in all ages have recognized the Supreme Power of their imperfect creeds, in their national instruction and in their whole national life. It remains for this favored Republic of the United States, standing on the summit of destiny, with its pure faith and its flaming light, with its knowledge of the true God, and its marvellous experience of his saving help, to ignore that God who has lifted the nation to its high pre-eminence, and to flaunt its banner before the world, on which is blazoned in letters of burning shame the atheistic motto, "*No God, no Religion.*"

Let the theory of secularism which we have combated be adopted and the nation is doomed. Our boasted Public-School System will be smitten with paralysis, and perish, as it ought, when thus shorn of its strength; the noble institutions which are the nation's support and pride, will totter to their fall; and the nation itself will be numbered among the buried nationalities of the Past. May a Merciful Providence save us from such a fate! Let us be grateful that he has given us so distinguished and successful a history in the past; let us be thankful also that our common

schools, permeated as they have hitherto been so largely with the of morality and religion, have contributed so much to make that illustrious; and let us cherish the faith that he will deliver us from evils which now menace our nation by giving us wisdom to guide to support and an unswerving fidelity to the sacred charge committed to our trust. That such may be our future, may we not unitedly join in thanksgiving and the prayer of our own true and loyal Whittier

"Our fathers' God, from out whose hand
The centuries fall like grains of sand!
We meet to-day, united, free,
And loyal to our land and thee,
To thank thee for the era done,
And trust thee for the opening age.

"Oh! make thou us through centuries long,
In peace secure, and justice strong;
Around our gifts of freedom draw
The safeguard of thy righteous law;
And, cast in some diviner mould,
Let the new cycle shame the old."

President Mendenhall by request then vacated the chair which was occupied by Mr. Spalding. Mr. Hancock offered the following resolutions, which were passed by a unanimous vote:

WHEREAS, T. C. Mendenhall, who has been so long and so closely identified with the educational interests of Ohio, in the capacity of teacher and superintendent in our common schools, as a professor in college, and as President of this Association, has accepted a call to give instruction in modern science in the Imperial University of Japan, that not only confers deserved distinction upon him, but shows with earnestness this people of an ancient civilization have entered upon a new and wonderful educational career; therefore be it

Resolved, That we regret our loss, we congratulate those who are benefited by it, we wish our friend all success, health, prosperity, and usefulness; and we hope that his absence may not be long, but that he may return again to pursue his honorable labors among his own people.

To this resolution Prof. Mendenhall responded in a fitting manner.

H. P. Ufford, from the committee on High Schools, appointed at last meeting, made the following report, which was accepted.

Your committee, appointed at the last meeting of this Association to investigate the subject of the great expense of our High Schools, as charged in the report of School Commissioner Smart for 1877, beg to submit the following:

Taking as a basis Table XXIII, of Mr. Smart's Report, "compiled from statistics of separate districts whose enumeration is 500 and upward," we find reported 113 cities and towns reporting High Schools. To these was sent a circular, asking for information.

Answers were received from 56, giving the desired information. It is, perhaps, to be regretted, that fuller information was not received, but, as those places which failed to respond, are, without exception, small and unimportant, your committee feel that the data at hand fully warrant them in refuting the aspersions cast upon our High Schools. On page 45, Mr. Smart says, "There are 13,000 school-houses in the State; 140 of them, or about one per cent, are distinctively High Schools." We find there are but 7 "distinctively High-School" buildings in the State, just $\frac{1}{10}$ of the number Mr. Smart reports. On page 46, he says "The whole value of High-School property is \$3,000,000, or 15 per cent of the whole value of school property in the State." We find that the value of the 7 distinctively High-School buildings is \$458,230—and of the other 49, of the part used for High Schools, \$288,800. Doubling this last item, for the cost of the other 50 High Schools, from which we have received no data, and combining, we find the total probable cost of High-School property to be \$1,035,300, or about 5 per cent against 15 per cent, as stated by Mr. Smart.

Your committee think it evident that Mr. Smart has charged to the High School, the total cost of many large buildings containing from 8 to 16 rooms, in which but one or two are used for High-School purposes; and has also committed the error of charging to the same account the total salaries of such Superintendents as are engaged a portion of their time in teaching, which amounts in some cases to as little as $\frac{1}{12}$ or $\frac{1}{18}$.

Mr. Smart also, in his report, gives prominence to the charge, that it is said our High Schools are chiefly for the rich. In answer to this, we beg leave to call attention to the following facts:

Of 5461 children, the occupation of whose parents is known from our statistics, there are

Professional,	489,	Mechanics and Laborers,	2,753,
Small Tradesmen,	408,	Merchants,	503,
Widows,	567,	Unclassified,	741.

It will thus be seen that, on this basis, 50 per cent of the pupils in our High Schools are the children of mechanics and laborers, while at least 70 per cent are included in the three classes of laborers, small tradesmen, and widows.

Further comment is needless.

In conclusion, your committee would beg leave to recommend the adoption of the following:

Resolved, That the State School Commissioner *be* requested, to make such additions or alterations as may be necessary, in issuing his next set of blank reports, to show in a classified form, the actual cost of High-School property, salaries paid, other expenses, and the occupation of parents.

E. W. COY,
E. H. COOK,
H. P. UFFORD.

The report was discussed by L. D. Brown, of Eaton (remarks not furnished), and W. W. Ross, of Fremont.

REMARKS OF MR. ROSS.

Mr. President :

I was very glad that Mr. Cook called the attention of the Superintendents' section on Tuesday to the glaring misstatements heralded and cast over the land to the prejudice of the high school, as to the attendance upon the high-school department and the number of graduates from the same.

It is time, sirs, that these misstatements, and the misapplied, misunderstood, and misleading statistics on which they are based, were thoroughly ventilated and exposed in this Association.

Our last State School Report, after premising that the high-school enrolment is only about three per cent of the entire State enrolment, on page after page says, that ninety-seven pupils in a hundred never reach the high school. After further premising that the number of graduates from the high schools is only one-half of one per cent of the entire high-school enrolment, it proceeds to say that not more than one pupil in a hundred ever graduates.

At the last Tri-State Teachers' Association held at Toledo, a representative from Michigan made the statement that 95 per cent of the pupils in our public schools never reach the high school, basing his proposition upon similar statistics.

In the May number of the Ohio Educational Monthly a correspondent says that "Statistics show that 95 per cent of the pupils in our public schools never get beyond the primary and grammar grades."

These statements are scattered every where throughout the educational literature; through educational reports, educational periodicals, and educational associations; they find their way into legislative halls and are thrust against the high school; they are calculated to deceive the voters, and yet, sirs, I stand here to say that *there is not one word of truth* in any of them.

In the first place there is no justice whatever in estimating the high-school enrolment and graduations on per cents on the basis of the entire State enrolment, inasmuch as two-thirds of the State enrolment is made up of pupils in the ungraded country schools, and the high schools are confined to the towns and cities.

But, sirs, it is to an infinitely more glaring fallacy in the deductions made from school statistics to which I would call your special attention.

The popular mind is apt to refer per cents to one hundred as the maximum possible attainment, whereas, if every pupil who enters the primary should be promoted to the high school and continue through the course, the high-school enrolment, covering four years of a six-year course, could not possibly exceed $33\frac{1}{3}$ per cent of the entire enrolment. If every pupil who enters the lowest primary should graduate at the end of the twelfth year, the number of graduates could not exceed $8\frac{1}{3}$ per cent of the enrolment in the entire twelve grades. The ratio is about as follows:

The high-school enrolment is 5 per cent of the entire enrolment; therefore only 5 per cent or only 5 in a hundred ever reach the high school, or 95 per cent, 95 in a hundred, never reach the high school.

number of graduates is only one-half of one per cent of the entire State enrolment, or a little more than one per cent of the enrolment in the towns and cities; therefore only one pupil in a hundred of those enrolled in the schools of our towns and cities ever graduates, or ninety-nine out of a hundred never graduate.

These deductions involve a glaring non-sequitur. The fallacy is so palpable that it is a wonder that it could escape observation for a moment.

The fallacy can, perhaps, be best illustrated by showing the absurd conclusions to which a similar course of reasoning may lead. Let us suppose that one hundred pupils enter the lowest primary each year, and that with each succeeding one hundred, they are regularly promoted without loss from year to year until the entire first one hundred at the end of the twelfth year stand ready for graduation. Now for the reasoning. The enrolment in the high school covering four years is only 33 $\frac{1}{3}$ per cent of the entire enrolment; therefore 66 $\frac{2}{3}$ per cent never reach the high school, whereas by our supposition every pupil reaches the high school. The one hundred graduates are only 8 $\frac{1}{3}$ per cent of the entire enrolment; therefore only 8 $\frac{1}{3}$ per cent ever graduate, whereas by the supposition every pupil graduates.

And yet, sirs, these palpably false deductions have received the sanction of state-school reports, and educational journals, and were used against the high school in the legislative discussions at Columbus last winter.

If the estimates are made on the basis of the annual accessions to the lowest primary, the only true and correct basis, supposing the population to remain unchanged, or if the number who enter the high school or graduate therefrom is compared with the number in the same class when they entered the lowest primary respectively eight and twelve years before, then it will be found, instead of five per cent, thirty and even forty per cent do reach the high school; that is, of every one hundred pupils who enter upon the lowest primary or first school year, as high as thirty and even forty do enter the high school; it will also be found that the number of graduates leaps rapidly upward from one-half per cent to ten, fifteen, and even twenty per cent; that is of every one hundred pupils who enter the first school year, from fifteen to twenty do complete the course and graduate from the high school, whilst twice the number enjoy to some extent high-school privileges.

These are some of the facts, statistics, and statements, which I say should be thoroughly ventilated in this Association. When understood they will rob the opposition to the high school of its loudest thunder. Let the motion pass.

The discussion was concluded by Pres. E. E. White, of Indiana (remarks not furnished).

C. W. Oakes, of Norwalk, made a request from persons interested in ungraded schools that permission be given for a section in the Association to be devoted to ungraded schools. The request was granted.

E. H. Cook, from committee on High Schools and Colleges, made an informal report on the subject of College Admissions. After discussion by Prof. E. T. Tappan and Dr. John Hancock the subject was recommitted with instructions to report at an early date.

Adjourned to P. M.

2 P. M.

Association met, President in chair.

The chair announced the following Committee on Reading: Sup't. U. T. Curran, Mrs. Rebecca D. Rickoff, E. O. Vaile, A. D. Wilt, and Mrs. F. W. Case.

Hon. T. W. Harvey, from committee on Place of Meeting reported in favor of Put-in-Bay. The report was adopted.

Pres. W. H. Scott, of the Ohio University, then read a paper on

HOW TO IMPROVE THE COUNTRY SCHOOLS.

Much has been said of late about the expediency and justice of continuing the public high school. Whatever our wishes or convictions may be, we can not deny that a very formidable opposition to this part of our common-school system has been awakened. The subject is one of serious consequence, and deserves all, and more than all, the attention it has received.

But at the other extreme of our system of state instruction is a school which, though of much less pretension, is of even more vital concern. I mean the country school. The advanced education of a few is second only to the elementary education of all; but it is second to that. The country school is the school of the people. For every pupil in the high school there are twenty in the country school; and among the latter are most of those who within the next few years will be pursuing a scholastic career in our colleges, and most of those who are destined by native force of character to create the great fortunes and to wield the potential influences of the next generation.

The existence of the country school, it is true, is not like that of the high school, opposed and threatened. The few voices of hostility against it are almost too faint to be heard, and so strongly is it intrenched in the opinions and affections of the people that the most violent assaults could not endanger it. Yet it is in danger. It shares the danger of every accepted institution,—the danger that the purpose which gave it birth and the spirit which at first breathed into it the breath of a vigorous life, will degenerate into dead mechanical force and unmeaning routine. While the existence of the country school is fostered, its usefulness is much neglected. Atrophy has set in, and unless some effective remedy be

found, the day is not distant when we shall be left with an emaciated form whose vitality is wasted away and whose certain end is death.

I desire not to be understood that the country school is in every respect declining. In outward accommodations and appliances it has made decided progress. As it now is, it possesses many points of excellence, it is doing a work of great value, and the loss of it would be an irreparable loss. But in methods, in spirit, and in results, is it any better than it was a third of a century ago? In teaching what we call the common branches, is it not less efficient than it was,—certainly far less efficient than it ought to be?

The prime source of difficulty is to be found in the imperfect character and qualifications of the teacher. The great body of the teachers are young. They have had little experience of life and still less as teachers. They have received no special instruction or training for their work, and their knowledge of the subjects to be taught is barely sufficient to enable them to obtain an examiners' certificate.

It is a worse feature of the case that so few of these teachers improve as they should. They learn something perforce. But most of them abandon the work before they have had time to learn much; and those who continue in it, with rare exceptions, do not intelligently aim to improve. They do not resort to study or experiment in order to gain skill and power.

The reason for this lack of improvement is, in many cases, that they do not know how to improve themselves. Their ideas of the business of teaching are crude and unshapen, and they have no high standards, no greatly-successful examples before them. In many other cases, the reason is that they do not care to improve. The demand on the part of their patrons is low, and they are content to meet that demand. All they desire is to get through their work with the least possible trouble and without positive disgrace.

The remedies for these deficiencies of the teacher are easy to name, and ought to be easy also to apply; but, for that, perhaps, we must wait for a more enlightened public sentiment.

First of all, there ought to be a broader standard of qualification for admission to the office of teacher. I do not say a higher standard,—though that too is necessary,—but a broader standard,—one that will include qualifications which are now almost entirely, if not entirely, disregarded. Among such qualifications are industry, tact, sympathy, earnestness, clearness of perception, firmness of decision, and above all, strict conscientiousness. And then, as these qualifications should be required, means should be employed to develop them. I need not repeat what has already been said more than once during the sessions of this Association, respecting the importance of establishing real and thorough normal schools. What I want especially to say is that normal schools, institutes, and teachers' literature should abound with information on principles and methods, and should glow with inspiration and quickening power. They should communicate light, elevation of aim, and enthusiasm, and in doing this they would render the very highest service to the teacher and the State.

But the chief requirement is a frequent and rigid inspection of the schools. The teacher should know that his work will be tested, and that he is answerable, in a definite and tangible form, for the manner in which he does it. This is the indispensable condition of improvement. The character of the inspection will go far to determine the character of the school; and without it, qualification and opportunity will avail little. But if the teacher is continually conscious that the eye of a superior is upon him and that he is to be judged by results, it will give new zeal and energy to all that he does.

The State is not radical enough in its methods to obtain good teachers. This is the vital point. Buildings, books, money, time, are in vain without the qualified, faithful, efficient teacher. Yet the means for securing this *sine-qua-non* are gravely defective. The most essential things needed are not looked for and no way has been adopted for ascertaining whether they exist or not.

To execute such a plan as the one here proposed, it will be necessary that the examiners of teachers should be capable of discerning and appreciating the higher elements of teaching power. They must be persons not merely of general intelligence, but persons who have studied and practiced the profession of teaching. It will also be necessary that they should visit the schools, and should become thoroughly acquainted with the actual work of each teacher. They should also consult with directors and parents about the wants of the schools and the success of the teachers. These ends can be secured in no other way so well, perhaps, as in that which has already been so often and so earnestly advocated, and which, in other States, has been so generally adopted,—a system of county supervision. But it must be supervision under such conditions as will secure competent and earnest superintendents.

But all the deficiencies of the country school can not be justly attributed to the teacher. No matter how well qualified he may be, the circumstances under which he works are such as to render the highest efficiency impossible. Among these circumstances is the pressure that has in many places been brought to bear on the sub-district school for the admission of advanced studies. Algebra, physiology, physical geography, physics, history, and others, have presented themselves one after another, claiming a place by the side of arithmetic, geography, and grammar. And they have not come altogether in vain. Their claim is often conceded. The importance of these subjects can not be questioned. It is desirable that every person should be made familiar with them. But the sub-district school, as it now exists, is not the place to teach them. If the teacher is faithful in the other work required of him, he has no time, and can not possibly find time, to hear daily recitations in these studies. The most important part of his business is the intelligent and thorough instruction of the younger children. But when advanced classes are admitted, the teacher, finding them more interesting, easily persuades himself that they have superior claims on his time and attention. As a consequence, the primary classes are neglected, the work which should receive the most studious and earnest effort is performed hastily and carelessly. Something of the higher branches of knowledge may be taught, but it should be

done orally, and only as a means of breaking the monotony of regular work.

A radical difficulty which nearly every country-school teacher has to encounter is the want of continuity in the system to which he belongs. He remains in one school but a few months; and, by the time he has become fairly acquainted with its pupils and patrons and has acquired a tolerable mastery of the situation, he must begin to search for some new engagement, and this school falls into other hands. When the new teacher arrives, he finds that nothing has been carried forward from the labors of his predecessor. He has no authoritative information of what the pupils have undertaken or accomplished,—nothing to guide him in the onerous and important business of organizing the school. Any adaptation, therefore, to what has already been done, or any rational continuation of it, is of course impossible. He must begin anew; and at the end of the term, his organization, methods, results, will, in turn, be lost to view, and his successor will begin under the same grave, but needless disadvantages. For these evils I have no universal panacea to recommend. I am not able to pronounce any potent word or to work any magical charm by which they can be exorcised. For all that I can see, it will be necessary to adopt here those means which experience has proved to be efficient elsewhere. For all that I can see, effort and skill, patience and time will be necessary to accomplish this reform, as they have been for all other reforms.

As helps toward the discovery of some means for removing these difficulties, the following suggestions are submitted:—

1. Let a maximum of work be fixed for the sub-district school. The adoption of a judicious standard, restricting the range of studies within proper limits, would insure time for doing well what ought to be done. It would at the same time present a definite object toward which both teacher and pupil might direct their efforts; and this is a primary condition of success, both in teaching and in study.
2. Let examinations be required at the close of each term, those above a certain grade to be at least partly written.
3. Let the teacher be required, after the close of his school, to place these examination papers and a copy of his class-lists, containing the names of all the pupils who recited in each class, with the length of time each pupil was a member of the class, the subject pursued, and the text-book used, the amount of work done, and his estimate of the proficiency of each pupil, in the hands of the clerk of the sub-district. Suggestions and remarks might often be added to the report with great advantage. Compliance with this requirement should be a condition of drawing his pay.
4. Let the next teacher be required, before opening and organizing the school, to examine the class-lists made out by his predecessor and the examination papers of the pupils. Thus he will have a knowledge of facts, the actual work of the pupils, and the judgment of a teacher, as a basis on which to begin his own work.

To carry out most of the suggestions made in this paper, would require legislation. But the beginning and the efficiency of all attempts at school reform must be sought in an awakened public sentiment. In this the

common school originated, and by this it must be perpetuated and improved.

But the awakening of public sentiment depends on the enlightened educators of the State. That it should begin with parents, the patrons of the schools, is hopeless. As well might it be expected of the children themselves. These parents are engaged in manual toil. Many of them have little care whether their children obtain even the poor education which the schools now afford. Almost all of them are destitute of knowledge respecting school methods, and have no conception of a better school than the one taught in their own district. No more can it be expected that a better sentiment should originate with the local school authorities. School directors seldom know more of what constitutes a good school, or of what is necessary to improve one, than parents in general. Their aims usually are to obtain a teacher at the lowest possible wages, and to obtain the best teacher, judged by the popular voice, that will serve at this lowest rate of wages. These men are capable of higher views and susceptible to better influences. Most parents, also, may be aroused to greater interest in the welfare and success of their schools. But the impulse must originate somewhere; and it must originate with those who know and feel the importance of education, and of making education the very best that it can be made. Have not we been derelict in attention and duty to this humbler department of the profession? Have we encouraged and fostered it as we should have done? Have we tried to fill its teachers with the ambitions and enthusiasms, and to secure to its schools the power of system and supervision which we regard as so essential to our own success? I rejoice to learn since I came here that something is to be attempted; and I trust that the effort will not flag till its end is accomplished.

You have but to refresh your memories for a moment to satisfy yourselves that our school literature is too little adapted to the wants of the country-school teacher. Even the school journals, in which there is opportunity for the widest variety of subjects, afford him but scanty aid; and it is a common complaint among the most intelligent of these teachers, that they can find nothing in the educational periodicals which is of real value to them.

To those here who have at heart the education and welfare of man, there comes up to-day from the unpretending school-houses in every part of Ohio, a voice of humble but earnest appeal. It is the cry of young souls for light, for opportunity, for power. Let such a response go back as shall inspire the humblest school and the humblest heart to strive for a nobler standard of knowledge and training. Let it be a response intelligent and practical, as well as earnest, prescribing means and modes, and placing the feet of parent and teacher and pupil in the path to a far greater and more satisfying success.

The discussion was opened by Sup't. Reuben McMillan, of Youngstown, who was followed by Prof. E. T. Tappan, U. T.

Curran, John Hancock, A. B. Johnson, T. W. Harvey, and E. H. Cook.

It was moved and seconded that the part of Pres. Scott's paper referring to record of work in ungraded schools, be referred to the Section of Ungraded Schools.

Carried.

E. H. Cook, from committee on High Schools and Colleges, made the following report, which was adopted after discussion by E. T. Tappan, D. F. De Wolf, and E. H. Cook:

Inasmuch as the College Association of Ohio has waived the requirement of Greek as a requisite of admission to College, provided an equivalent is offered. Therefore:

Resolved, That we, the Superintendents and Teachers of the State, accept this overture on the part of the Colleges, and pledge ourselves to do our best to prepare our pupils better in the other requirements, and particularly to add more of language study as the proper substitute for Greek.

E. H. COOK,
JOHN HANCOCK,
A. B. JOHNSON,
E. M. AVERY,
E. W. COY.

The Committee on Resolutions reported the following, which were adopted:

"WHEREAS, In the opinion of this Association the efficiency and usefulness of our system of public schools would be increased by the establishment of schools upon the Kindergarten plan for children between the ages of four and six years, therefore

Resolved, That we recommend that the General Assembly be memorialized for such legislative action as will empower boards of education to establish Kindergarten schools, which shall be made a part of our system of Instruction.

Resolved, That we learn with gratification that commendable progress has been made the past year in the diffusion of a knowledge of the metrical system of weights and measures in the public schools of the State, and that in furtherance of this end we commend the subject to the attention of the examining boards of teachers in both graded and ungraded schools.

Resolved, That the organization of a section of this Association, having in view the improvement of the ungraded schools of Ohio, meets our hearty approval, and we most urgently request the members of this Association, and all having the welfare of our public schools at heart, to extend aid and sympathy to the movement, to the end that its objects may be speedily realized."

The Committee on Nomination reported the following ticket, which was adopted:

President—H. M. Parker, Elyria.

Vice Presidents—Reuben McMillan, Youngstown; M. H. Lewis, Circleville; Miss B. A. Dutton, Cleveland; H. Bennett, Franklin; Miss Maggie W. Sutherland, Steubenville.

Secretary—L. D. Brown, Eaton.

Treasurer—A. G. Farr, Columbus.

Executive Committee—For three years: W. W. Ross, Fremont; M. S. Turrill, Cincinnati.

Committee on Communication between teachers and those wishing to employ teachers—J. J. Burns, Columbus; A. B. Johnson, Avondale; H. H. Wright, Defiance.

At the suggestion of the President, and in accordance with custom, the Association sang the long meter doxology and adjourned *sine die*.

JNO. W. DOWD, *Secretary*.

—ON account of the space taken by the Proceedings of the Ohio Teachers' Association, we are compelled to omit much matter intended for this issue, such as the statistics of Institutes, Book Notices, contributed articles, etc. These will appear next month. Very few of the many Institutes held have as yet been statistically reported. We shall be glad to receive their reports for next month.

—THE very interesting table on the following page was compiled by Alston Ellis, Superintendent of the Public Schools of Hamilton. Here are statistics that will not be printed as a general thing in the school reports for nearly a year. Mr. Ellis's report, however, is probably by this time ready for delivery. We shall be glad to extend the list in another table if Superintendents in other cities and villages will furnish the items for each column. Send these items immediately. We especially make the request from the superintendents in Cincinnati, Cleveland, Newark, Lima, Warren, Salem, Oberlin, Alliance, Massillon, Pomeroy, Wilmington, Lebanon, Hillsboro, Fremont, Painesville, Ashtabula, Sidney, Wellington, Kent, Medina, Mt. Vernon, Bellaire, Cambridge, Athens, Troy, Greenville, Eaton, Bridgeport, Martin's Ferry, New Philadelphia, Washington C. H., etc., etc., etc.

Comparison of the School Statistics of the Principal Cities and Towns of Ohio for the School Year Ending Aug. 31, 1878.

CITIES AND TOWNS REPORTED.	Population by the Cen- sus of 1870.	Estimated Population in 1878.	Enu- meration of Youth, 6-21, as taken in September, 1877.	Number of Different Pupils Enrolled.	Per cent of Enrollment on the Enumeration.	Average Daily Attend- ance of Pupils.	Per cent of Daily Attendance on the Number Enrolled.	Total Sum paid for Bu- sine-ss, for the School- year ending August 31, 1878.	Cost of Tuition, per Pupil, based on the Average Daily At- tendance.	Local Levy, in Mills, 1878-9.	Salary of Superintendent for School-Year 1878-9.	Number of Pupils Studying German.	Number of Pupils Studying Music.	Number of Pupils Studying Drawing.	High-School Statistics.				Cost of Tuition per Pu- pil in Average Daily School.
															Enrollment.		Graduates.		
															Boys.	Girls.	Boys.	Girls.	
Toledo.....	31,584	54,000	13,992	7,665	54.8	4,409	57.5	\$ 63,528.00	\$14.41	6.0	\$2,000	1,110	7,665	1,897	85	153	14	27	\$28.75
Columbus....	31,274	51,000	14,188	7,361	51.2	5,376	73.0	100,900.00	18.77	3.5	3,000	2,100	7,361	.....	156	328	14	58	36.30
Dayton	30,473	35,000	10,798	5,692	52.7	4,190	73.9	88,422.00	21.10	5.6	2,500	1,513	5,692	.....	108	164	4	15	47.40
Springfield...	12,652	20,000	4,995	2,520	50.5	1,891	75.0	29,060.00	15.69	4.5	2,000	163	2,520	2,520	56	80	1	13	23.58
Zanesville....	10,011	20,000	5,439	3,008	55.3	2,190	72.8	30,671.75	14.01	3.5	1,200	203	.....	3,008	55	85	2	12	28.00
Sandusky.....	13,000	17,500	6,491	2,332	35.9	1,796	77.0	24,561.22	13.73	7.0	2,200	851	2,332	2,332	56	91	1	9	28.12
Hamilton.....	11,081	15,000	5,546	1,917	34.6	1,482	77.3	20,580.00	13.89	4.5	2,200	762	1,917	1,917	25	54	2	7	40.50
Portsmouth...	10,592	12,000	3,968	2,190	55.2	1,623	74.1	24,600.00	15.16	5.5	1,500	386	.....	882	43	63	5	11	29.34
Akron	10,206	17,000	4,281	2,747	64.2	2,747	78.6	27,946.25	12.98	5.0	2,000	.....	2,747	2,747	75	132	6	16	26.10
Youngstown..	8,075	15,000	4,442	2,083	46.9	1,390	66.8	14,996.50	10.79	4.5	2,000	21	.....	.....	23	39	7	16	55.93
Canton.....	8,660	12,500	3,675	2,108	57.4	1,469	69.7	19,050.00	12.97	5.0	1,500	156	2,108	2,070	33	59	8	15	29.62
Manfield.....	8,029	10,000	2,793	1,744	62.4	1,321	75.7	15,445.00	11.69	5.0	1,800	180	1,744	1,616	36	36	2	13	21.70
Steubenville..	8,107	13,500	4,376	2,384	54.5	1,816	76.2	19,442.00	10.71	4.6	1,600	145	359	625	56	82	11	15	25.82
Ironton.....	5,686	10,000	2,629	1,746	66.4	1,249	72.1	13,000.00	10.41	5.0	1,500	134	.....	1,746	23	67	4	19	25.25
Tiffin.....	5,648	8,000	2,672	1,204	45.1	860	71.3	13,671.00	15.89	6.5	1,400	236	1,204	661	13	41	...	6	49.00
Piqua.....	5,967	8,000	2,339	1,060	45.3	771	72.7	10,038.00	13.02	5.0	1,600	83	.....	1,060	28	38	1	8	23.00
Wooster.....	5,419	8,000	2,549	1,338	52.5	904	67.6	12,500.00	10.07	8.0	1,700	13	1,338	1,338	61	86	9	13	14.95
Circleville....	5,407	8,000	1,941	1,369	70.6	948	69.3	14,720.00	16.58	5.0	1,800	81	1,369	.....	42	56	...	5	32.48
Xenia.....	6,377	7,000	2,212	1,278	57.8	959	75.0	11,383.00	11.87	4.0	1,500	.....	1,278	.....	17	57	2	10	32.14
Lancaster.....	4,725	7,000	2,036	1,106	54.3	855	77.3	12,691.00	14.84	9.0	1,400	40	.....	.....	25	32	2	5	22.22
Gallipolis....	3,711	5,000	1,685	1,120	66.5	743	66.5	9,200.00	12.38	4.0	1,600	.....	.....	.....	33	59	1	4	25.00
Ravenna.....	2,118	3,500	959	717	74.8	525	73.2	8,200.00	15.62	7.0	1,600	7	717	717	26	55	4	11	26.05
Totals and Average.	238802	357000	104006	54,689	52.6	38,927	71.2	\$584,532.72	\$15.02	6.36	\$1,791	8,184	49,361	32,467	1076	1913	101	308	\$30.51

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—WOMEN can now vote legally at school meetings in New Hampshire.

—THE Mansfield (Ohio) Normal College opened its first session September 10, under charge of J. Fraise Richard.

—THE Arkansas Teachers' Association failed to meet at the time selected, on account of the yellow-fever excitement.

—THE Grand-River Institute, at Austinburgh, Ohio, opened in August with nearly 200 students, 61 in Latin, 21 in Greek, 73 in Algebra, 27 in Geometry, and 11 in Trigonometry. Dr. J. Tuckerman, Pres.

—THE Kentucky colored Teachers' Association met in Danville, August 8 and 9. Dr. H. A. M. Henderson delivered an address. The next meeting will be held in Louisville, the last week of August, 1879.

—THE Minnesota State Teachers' Association, held in Minneapolis, August 13, 14, 15, favored compulsory education, and a refusal of certificates to teachers not eighteen years of age, and to those who can not secure a second grade.

—THE North American Review has become a literary platform for the discussion of all sides of living topics. The September-October number is excellent. It is the product of a dozen noted men, among whom are W. T. Hrrris, J. P. Newman, and W. E. Gladstone.

—THE magnificent new High-School building of Cleveland, was dedicated September 3. Speeches were made by Dr. D. B. Smith, President of the Board of Education, Superintendent Rickoff, Principal Williams, Rev. Dr. J. W. Brown, Hon. Amos Townsend, and W. H. Price.

—WE have received from Geo. D. Newhall & Co., Music Dealers and Publishers, 62 West Fourth Street, Cincinnati, Ohio, the following pieces of Music:—"Mountain Peak" (piano), by F. Kaulbach, "Ariel" (piano), by Harley L'Estrange, and "The Cabin on the Hill" (song and chorus), music and words by Will S. Hays. The prices are respectively 50, 50, and 40 cents.

—WE admire the pluck and ability of the Hon. Wm. H. Ruffner, of Virginia. A year or two ago he floored a Dr. Dabney on the Public-School question, and in the September issue of the Educational Journal of Virginia he performed a like service for Col. Wm. Allan, of McDonough

Institute, Md. His remarks follow the published address of Col. Allan which was delivered before the Virginia State Educational Association in July last.

PERSONAL.

—J. J. WAGNER continues as Superintendent of the Public Schools of Lithopolis.

—D. M. SANGER has been elected Principal of the Public Schools of Grand Rapids, Ohio.

—SARAH D. HARMON of Warren, Ohio, is now teaching in a boarding school at Sing Sing, N. Y.

—Z. P. TAYLOR has resigned the Principalship of the West-Side High School at Cleveland, Ohio.

—CONSTANTINE GREBNER is teaching, in Medina, Ohio, a select German class by the "Natural Method."

J. E. BRUCE, a teacher in the Hudson (Ohio) Public Schools, has resigned to go to Cincinnati to study law.

—PROF. O. B. CLARK, of Antioch College, has taken the chair of Greek in the Indiana State University.

—B. R. GASS, of Jackson, Mich., has been elected Superintendent of the Public Schools of Niles, Mich.

—C. B. THOMAS, of Niles, Mich., has succeeded Mr. Gower as Superintendent of the Public Schools of Saginaw.

—JOHN H. RAYMOND, President of Vassar College, died August 14, at the age of 64. He was born in New-York City.

—C. S. YOUNG, formerly of Norwalk, Ohio, has been elected Principal of the Gold Hill (Nev.) High School. Salary \$1800.

—MISS LEAH BILLINGSLEY has entered upon her duties as Assistant Principal of the Fourth-Ward School in Wheeling, W. Va.

—PROF. R. H. BISHOP, formerly of Miami University, has been elected Professor of Ancient Languages and Literature in Farmers' College, Ohio.

—JAMES E. MURDOCH, of Cincinnati, has been elected to the Shakespeare Lectureship in the National School of Elocution and Oratory, at Philadelphia.

—PROF. F. W. BARDWELL, of the Kansas State University, died at Lawrence, August 18th. He was formerly Professor of Mathematics in Antioch College.

—B. F. WRIGHT, who has been for twelve years Principal of the St. Paul High School, has succeeded Mr. Burrington as Superintendent of the Schools.

—GEO. A. BACON has succeeded Samuel Thurber as Principal of the Syracuse High School. He formerly taught the classical languages and German in the same school.

—OLIVIA T. ALDERMAN, of the Eaton High School, has been elected to a position in Purdue University. Salary \$1000. She has taught in Eaton for six or seven years.

—F. M. CUNNINGHAM, of Genntown, Ohio, has succeeded Peter Sellers as County Examiner in Warren County, the latter having removed to Kentucky to engage in school work.

—ZALMON RICHARDS, of Washington, Geo. P. Beard, of California, Pa., and the Rev. Dr. McCosh, were among the attendants at the Vermont Teachers' Association in August last.

DR. JOHN W. ARMSTRONG, Principal of the Normal School at Fredonia, N. Y., died August 12, being nearly sixty-six years of age. He was born at Woolwich, Eng., September 20, 1812.

—N. COE STEWART has resigned his position as teacher of music in the Cleveland Public Schools, which he has held so long and so acceptably. He was unwilling to submit to the reduction made in his salary.

—J. T. MARTZ has been re-elected Superintendent of the Public Schools of Greenville, Ohio, for three years. He has already acted as Superintendent of the Greenville Public Schools for seven years.

—ANNA C. BRACKETT favors the whipping-post "for the man who deliberately insults a woman either by word or deed." Would she be willing to interchange in this sentence the words *man* and *woman*?

—SAMUEL THURBER, who has for years been Principal of the Syracuse High School, has accepted a like position in Worcester, Mass. He left Syracuse on account of reduction of salary. Mr. Thurber is a fine scholar.

—GRACE C. BIBB, of the St. Louis Normal School, has been elected Professor of Pedagogics in the Normal Department of the Missouri University. We wish Miss Bibb unbounded success in her new position.

—C. W. KOLBE, 1243 Forest St., Cleveland, Ohio, who graduated four years ago from the Cleveland High School, has since spent four years in Germany, in the University of Leipsic, giving especial attention to chemistry. He desires a situation suited to his tastes. German is his native language.

—THEODORE THOMAS, of New-York City, who has a national fame has accepted the directorship of the College of Music of Cincinnati, Ohio, at a salary of \$5000 a year. We gladly welcome him to Ohio. Cincinnati is fast becoming the Paris of America.

—C. B. RUGGLES, of Cincinnati, ceased August 1, to represent Chas. Scribner's Sons. He has represented this firm or its predecessors since January 1, 1867. Mr. Ruggles has become widely known to the teachers of Ohio. He does not leave the agency business, but is now representing D. Appleton & Co., with headquarters at Room 2, 319 Euclid Avenue, Cleveland, Ohio. His new employers publish excellent books, and Mr. Ruggles, will, no doubt, be successful in convincing the public of this fact.

—**RUTH MORRIS**, well-known as a prominent Indiana teacher, has been chosen as training teacher in the Cleveland Normal School.

—**D. P. PRATT**, of Bridgeport, Ohio, has a handsomely-bound copy of Zell's Encyclopædia that cost him \$36, which he will sell for \$20.

—**W. L. BROTHERS** has entered upon his duties as Superintendent of the Public Schools of Columbus Grove, Ohio. Salary \$810. Last year he had charge of the Grammar School in Wooster.

—**HARP VAN RIPER** continues as teacher of penmanship in the Public Schools of Circleville, Ohio. He has occupied this position already for three years. He is an excellent penman, and quite an expert as a card writer.

—**S. S. MULLIGAN**, of Shreve, has succeeded W. L. Brothers as Principal of the Wooster Grammar School. He is a graduate of the Ohio Central Normal School. He is said to be succeeding admirably in his new position.

—**PRESIDENT Edward Orton** about three months ago asked to be relieved from the Presidency of the State University. At a meeting of the Trustees, September 12, his resignation was not accepted. His salary was fixed at \$2750, and that of the Professors \$2250. We presume Mr. Orton will consent to serve until a suitable successor can be secured.

—**ALEX. FORBES**, of Cleveland, has entered with vigor upon his work in behalf of Sheldon & Co. He became somewhat extensively known to Ohio Teachers when working, some years ago, for Scribner, Armstrong & Co. His reputation, however, has been acquired by the distinguished part that he has taken in the work of education in Cleveland. But publishers are ever outbidding Boards of Education, and thus taking from the school-room some of our ablest teachers.

BOOK NOTICES.

THE TEACHER'S TOPICAL NOTE-BOOK. By T. C. H. Vance. Cincinnati: Robert Clarke & Co. 1878. Sent by mail for 35 cts.

This is a blank book with limp binding of a size which can be easily carried in a side pocket. It is arranged for fifteen branches specifically and also for miscellaneous topics. It can be used in Teachers' Institutes to advantage.

PART I. TOPICAL COURSE OF STUDY. By R. C. Stone. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Pages 116. Price by mail 50 cts.

This little book relates to elementary schools. It furnishes an outline of study and a calendar of the time that should be devoted to each subject. Superintendents will be interested in its examination.

THE PARALLEL AND MERIDIAN SYSTEM OF MAP DRAWING, in connection with a ruler; for making the parallels and meridians, whether straight or curved. By W. V. Marshall. Can be used with any geography. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Price 20c.

The title explains the character of the book.

WOODLAND ECHOES! A Choice Collection of Vocal Music for All Public Schools, Seminaries, Academies, and Singing Classes; containing a Complete and Progressive Elementary Course, and a large collection of Vocal Music for Schools, Classes, Concerts, and the Home. By S. W. Straub. Chicago: Jansen, McClurg & Co. 1878. Pages 160. Price 50 cts., or \$5.00 a dozen.

The title-page of this book gives an idea of its contents. It contains a great variety of music mostly new, and written by the best American authors. It would be well for those interested to send to the publishers for a copy for examination. The price is small.

HARVEY'S GRADED-SCHOOL SPELLER. Van Antwerp, Bragg & Co., Cincinnati and New York. Pages 152.

This book is a Pronouncing Speller, the Websterian diacritical marks being freely used. The first forty-four lessons illustrate the sounds of the vowels; the next twenty-four, the sounds of the consonants, the next four give a review of both, completing Part I. Part II. contains illustrations of the rules of spelling plurals of nouns, gender words, nouns, adjectives, verbs, Latin and Greek prefixes, Latin and Greek root-words and derivations. Part III. is devoted to various classes of words, such as names of the days of the week, of the months, and seasons, of words relating to governments and their officers, law words, words used in physiology and medicine, war terms, abbreviations, homophonous words, foreign phrases, etc., etc.

LESSONS IN ELEMENTARY CHEMISTRY: Inorganic and Organic. By Henry E. Roscoe, B. A., F. R. S., Professor of Chemistry in Owens College, Manchester. New Edition. London and New York: Macmillan & Co. 1878. Pages 397.

This excellent and scholarly book first appeared in 1869. A new edition was issued in 1875. The preface of the present edition is dated October, 1877. The author has kept up with the progress of discovery. He now gives the combining weight of oxygen as 15.96 instead of 16, the former number. The number is the result of Stas's accurate experiments. It may safely be said that no work on chemistry yet published contains more of the science in so compact a form as this. It is an excellent book for reference, even when not used as a class book. Teachers interested in chemistry should examine it.

GREENE'S GRADED LANGUAGE BLANKS. By S. S. Greene, LL. D., and F. B. Greene, A. M. In Four Numbers. Handsomely illustrated. Potter, Ainsworth, & Co., New York, Boston, and Chicago. Retail 5 cents a copy, introduction price 3 cents a copy.

These blanks are about 17 centimetres square, and the fourth of each page is taken up with illustrations and directive text. No. 1 is designed for easy lessons in expressing thought; No. 2, for easy lessons in combining thoughts; No. 3, for easy lessons in developing distinctions; and No. 4, for easy lessons in distinguishing forms.

SCHOOL-ROOM SONGS, by E. Oram Lyte. Philadelphia: Sower, Potts & Co. 1878. Pages 48. By mail 15 cts. a copy, one dozen copies \$1.75.

This excellent collection of songs is bound with neat paper covers. The size, 20 by 14 centimetres, makes the book convenient to hold in the hand.

INTERNATIONAL EXHIBITIONS. Paris—Philadelphia—Vienna. By Chas. Grindiez, Architect, of France, Prof. James M. Hart, of United States. New York: A. S. Barnes & Co. 1878. Pages 46. Price by mail 75 cts.

We have already noticed the companion volume, "The World's Fair, Philadelphia, 1876." In this volume M. Grindiez furnishes the article on the present exhibition (1878) at Paris, and Prof. Hart that of Vienna, in 1873.

QUESTIONS AND PROBLEMS IN ELEMENTARY PHYSICS, containing Numerous Practical Examples and Exercises for the Use of Pupils in High Schools and Academies. By C. L. Hotze. St. Louis: The Central Publishing Company. Chas. T. Dillingham, New York. J. L. Hammett, Boston. Pages 171.

The object of this little volume is to furnish a comprehensive list of questions in Physics as taught below, or in the lowest grade of, the High School. A volume of answers is announced to be published for the use of teachers. The increased interest attaching now to science teaching will lead careful teachers to seek for the best and most accurate works on the subject. In connection with this thought we refer our readers to Dr. T. C. Mendenhall's Inaugural address at Put-in-Bay for valuable suggestions.

OUTLINES FOR THE STUDY OF ENGLISH CLASSICS. A Practical Guide for Students of English Literature. By Albert F. Blaisdell. Boston, Mass.: New-England Publishing Co. 1878. Pages 197.

The readers of the New-England Journal of Education will recognize the author's name as that of the writer for that periodical of a series of excellent articles on the study of English literature. The book before us is full of interesting matter, and should be in the hands of every teacher of English literature. We think the time has come for books to be prepared on methods of teaching different subjects in schools, and this is an excellent beginning. Our space this month forbids us to give an outline of the work. The best way to learn the contents of it is by actual examination.

THE SILENT TEACHER, OR THE GREAT MAP NOVELTY! Something for the Home, the School, and Kindergarten Instruction. Manufactured and sold by the Union Sectional Map Co., Norwich, N. Y.

This "great map novelty" is a dissected map. The manufacturers have as yet only manufactured maps of the World, the United States, New York, Pennsylvania, and Ohio. The State maps are dissected by counties. We have seen all these maps except those of New York and Pennsylvania, and can testify to their interesting and instructive character. They are put up in neat boxes (20 by 15 centimetres) and are sold at a reasonable price. Address the manufacturers.

THE LECTURES READ BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION, at Montpelier, Vt., July 10, 1877, with the Journal of Proceedings. Also a List of its Members. Published by order of the Board of Directors. Boston, Mass.: American Institute of Instruction. 1877. Pages 162. Price \$1.00.

The published lectures are as follows:—"School Supervision," by Thos. W. Bicknell; "The Assault on the Normal Schools," by the Rev. A. D. Mayo; "The Educational Outlook and its Lessons," by A. P. Stone; "The

Legal and Constitutional Powers of Civil Government in Relation to Education," by the Hon. P. Emory Aldrich; "The Place of History in Education, and How to Teach it," by E. R. Ruggles; and "On Titles," by H. T. Fuller. The alphabetic list of members from the first meeting in 1830 fills nearly sixty pages.

A GRAND OPPORTUNITY.

Every subscriber to a monthly school journal ought also, if possible, to subscribe for a weekly school journal, and *vice versa*. There are three weekly school journals published in the United States. These are (named in the order of their age), the New-York School Journal, the New-England Journal of Education, and the Educational Weekly, published in the cities of New York, Boston, and Chicago. The one published in New York gives the best insight into what is doing in the way of education in the great metropolis of the New World, the one published in Boston is freighted with New-England educational news and contributed articles in great variety, and the one in Chicago is full of Northwestern news and is characterized by vigorous editorial articles. Besides these characteristics all these periodicals possess more or less of a national character.

We are able to furnish our subscribers with any one of these journals at the following low rates. The terms *old* and *new* subscribers have reference to the journals named above, and not to the Ohio Educational Monthly.

	OLD.	NEW.
1. New-York School Journal (\$2.00), with Ohio Educational Monthly (\$1.50) - - - - -	\$3.00	\$2.50
2. New-England Journal of Education (\$2.50), with Ohio Educational Monthly (\$1.50) - - - - -	3.25	2.75
3. Educational Weekly (\$2.50), with Ohio Educational Monthly (\$1.50) - - - - -	3.25	3.25

Worthington, Ohio, 1878.

Owing to contemplated changes in the ownership, and improvements in the organization and management of the OHIO CENTRAL NORMAL SCHOOL, the first term of the school year of 1878-9, will commence December 2, 1878.

By this time a Board of Trustees or Managers, composed of leading Superintendents and Teachers in the State will be appointed; and a full Faculty of instruction, representing the contemplated departments in Physics, Mathematics, Language, and Pedagogics will be completed.

This delay is necessary for inaugurating a plan for a first-class Normal School, such as is contemplated in the "Memorial" of last winter; and our friends and the public generally may be assured of the permanency of this School, either in the present location or elsewhere; and that its past is but a prophecy of its future usefulness.

Catalogues containing full particulars of organization will be sent to all students and others as soon as arrangements are completed.

JOHN OGDEN, *Principal Ohio Central Normal School.*

The suspension of the first term in the Ohio Central Normal School leaves the principal, John Ogden, free to labor in institutes, and to lecture at any point where his services may be required, at *two-thirds* usual rate, for the next three months.

THE OHIO EDUCATIONAL MONTHLY:

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

NOVEMBER, 1878.

Old Series, Vol. XXVII, No. 11.

Third Series, Vol. III, No. 11.



SCHOOL GOVERNMENT.

All teaching is disciplinary. The powers of the mind are developed by study and rational training. School discipline, in a general sense, applies to all that is done in the school-room to secure the progress of the pupils. School government is an important branch of school discipline. The teacher must not only know what to teach and how to teach, but he must also be able to maintain such control over his pupils that his teaching may realize its full mission. Much good instruction is wasted on disorderly, inattentive pupils. The teacher who cannot keep an orderly school has made a mistake in his selection of a vocation. The good of the pupils requires the prompt rectification of the error by the school authorities. The examination, to which the law requires applicants for positions as teachers to submit, measures, to some extent, their scholarship but it fails to secure unquestioned testimony as to their ability to govern. Governing power is perhaps more indispensable to the teacher, at the outset, than mere ability to teach. He must establish order before he can instruct. He may not know the best methods of teaching the branches to be taught in his school but experience and a willingness to learn will enable him to attain the desired knowledge. A failure to govern involves a failure to teach successfully.

■ [School government should have a twofold purpose. Primarily, good order is essential to the proper prosecution of all school work. The teacher strives to secure this in order that he may uninterruptedly pursue his labors as instructor. Government in school has yet a higher aim than the preservation of order. It seeks to establish and confirm habits that will make pupils happier, better, and more law-abiding. These results cannot be lost sight of in any wisely-chosen scheme of school government. The restraints of the school-room are necessary alike to the well-being of the school and the protection of society. There is enough lawlessness stalking abroad in the land. Disorderly elements must not hereafter draw recruits from the ranks of those who are now under training in our public schools. Respect for law should be strengthened rather than weakened. The child's training at home and in the school determines his character, associations, and habits in after life.

The nature of the government to which children are subjected in school determines its disciplinary value. A tyrannical system of government may compel order but it begets no respect for that which it establishes. Children are not always the best judges of the system of government best adapted to their needs, but unless the plan pursued has some features which are recognized as necessary, sensible, and just by the general sentiment of the school it will not be productive of lasting good. The teacher's actions in the school-room, and elsewhere as well, must win the respect and confidence if not the love of his pupils. The hasty adoption of arbitrary measures, the ebullitions of an undisciplined temper, and the imposition of severe penalties for trivial faults are offences which the teacher cannot commit and yet hope to stand well in the estimation of his pupils. Teachers are sometimes intensely hated by their pupils. This bitterness of feeling manifested by pupils toward their teacher is generally conclusive evidence that his system of administration has something censurable about it. The teacher who has no friends among his pupils has but little power to do them effective service. His time is unduly occupied in ferreting out the perpetrators of mischief and visiting upon them punishment for their misdeeds. The government of some teachers may be fitly characterized by the word *little*. They are given to magnifying trifling matters into things of portentous import. They

are suspicious also. Every act of every child is watched with almost infinite zest. Every nice offence must bear its comment. Punishment is little in quantity but of frequent occurrence. The fussy teacher is out of place in the school-room. Again there are teachers who never see the bright side of anything. Cheerfulness is a word unknown to their school vocabulary. Their pupils are the dullest, the most cross-grained, the most untidy, and altogether the worst of any it has ever been their misfortune to teach. They enter the school-room on the morning of a bright, sunshiny day with a cloud on their faces and a rebuke in every motion. Happy children glance from the sour, fretful face of the teacher to the bright sunshine without and are seized with an almost irresistible longing to escape from the thralldom of the school-room and to wander at will through pleasant walks and green fields. It has been said that cheerfulness is contagious. The teacher of buoyant spirits, confident demeanor, and pleasant speech is just the one to make school work attractive and interesting to children. They work as if moved by inspiration. The school-room loses every disagreeable feature and becomes the scene of cheerful, well-directed effort. It is strange that teachers whose every act bespeaks their distaste for children and school work continue to teach. Their influence over the youthful minds about them can not be salutary. They make no effort to make their school-rooms the abode of contented activity. The number of teachers who are habitually despondent or dissatisfied is small, be it said to the credit of the teaching guild; but there is a larger number of those who do not strive as they should to meet the responsibility that they have assumed with courageous hearts, tranquil minds, and animated faces.

Sometimes ill-health unfits the teacher for the work of the school-room. The idea that the cripple, the invalid, and the infirm, in fact almost all unfitted for anything else can perform the duties devolving upon the teacher is not so current now as it once was. Good health is one of the teacher's best qualifications. It lightens labor, stimulates mental activity, triumphs over difficulties, and generates cheerfulness. There are persons who can retain some tranquillity of mind when suffering bodily pain, but their number is not great. The teacher needs a vigorous mind in a healthy body. Every teacher knows that the day that finds him suffering from

sickness of any kind is one of trial. Truth compels him to confess that his work when he is sick is not entered upon with the same energy that characterizes it when body and mind are active and alert. The teacher who can not do accustomed work when weighed down by physical weakness should realize that his pupils may at times have some difficulty of a similar kind to contend with. Realizing this truth, the teacher may often see in the inattention and restlessness of some pupil the effects of an abnormal condition of the body rather than the results of a perverse disposition.

In theory we treat all pupils alike; in practice we do not. The same measures will not apply with equal efficacy in all cases. They are sometimes used because the teacher wishes to avoid the appearance of favoritism. Many a pupil has been unwisely handled in the teacher's attempt "to treat all alike." The dispositions of children are different and demand at times peculiar treatment. When one method of procedure is followed in every case of a like kind it becomes a kind of *kill-or-cure* process. The pupil reforms or becomes incorrigible. The judgment of the teacher must point out the best course to follow in governing different pupils. It may be objected that pupils will lose respect for a teacher who pursues what seems to them a vacillating policy. This is true if pupils think that the teacher changes his policy to favor the pupil rather than to reform his conduct. This feeling on the part of the pupils does not inevitably arise as the result of the teacher's change of tactics. A teacher allows a lame pupil to remain in his seat while his classmates pass from the room at recess in order that he may not have to keep pace with their unhalting steps. A pupil suffering from myopia is given a seat near the blackboard, and is allowed to hold the book in a different position from that in which it is held by pupils not so afflicted. Those whose hearing is defective, those who are left-handed, and those who are not comfortably clad, all receive some special attention from the teacher without exciting thought or comment from other pupils. The dispositions of children differ not less widely than do their bodily organisms. Tact will, in most cases, enable the teacher to apply particular methods to different dispositions without being charged with acting unjustly.

The methods of governing in school have been the themes of numberless essays. Pupils *must* be governed, but how?

Here champions of different systems enter the lists and the war of words waxes hot. These champions do not always practice their own theories. The teacher who trims his sails to some of the popular pedagogic currents may soon find his frail bark on a boundless sea, at the mercy of the buffeting waves. The problem of school government is one which each teacher must solve for himself. Moral force is an effective agent in governing pupils. Many parents and some teachers tell us that they have found the use of moral suasion sufficient to effect all that government can be expected to effect. There is a power in moral agents that makes them do acceptable service in influencing and controlling the minds and habits of mankind. Many men do right from principle. Pupils who from earliest infancy have been under discreet home training are generally alive to moral influences. Our schools contain many examples of such home training. Force may be used as a moral power. The moral power of nations, some one has said, exists principally in their armies and navies. The government that permits a child to run headlong to ruin because his parent or teacher withholds the rod of correction from his shoulders, is not a moral one. As some interpret moral government, it is an essence, a myth. Society has never been able to organize itself upon a purely ethical system of government. The enactment of positive laws is essential to the peace, happiness, and prosperity of any people. To the extent that these laws are inefficient or not enforced do we see the safety and happiness of the people imperilled. The school is a miniature community whose well-being is insured by the enforcement of just regulations. The teacher is both legislator and executive. He is held accountable by the community in which he labors for the laws he makes and the manner in which he enforces their observance. The common law invests him with parental authority over his pupils while they are under his care. If he deems it proper to chastise a pupil he has the legal right to do so. No one disputes the parent's right to inflict corporal punishment upon his child, provided such punishment is not excessive. The law has been construed to give the teacher the same authority over the pupil, in the absence of any rule, regulating the matter, of the board of education. Many persons, however, while admitting the necessity of punishment of some kind, claim that the parent is the only proper person to inflict it. "The parent," it is

claimed, "with a just sense of his responsibility and duty, is controlled by feelings of love in inflicting corporal punishment on his child. He carefully considers the offence and measures the degree of punishment. The teacher has no such responsibility as that of a parent, and is controlled by no such feeling of love. It follows that the punishment inflicted by the teacher—even the most self-possessed—is often out of all proportion to the offence."

The child's bad conduct, which calls for restraint by the teacher, evidences, in most cases, the nature of the discipline to which he is subjected when under parental authority. Under such circumstances, what would the teacher gain by referring the unruly child to his parents for correction?

The same *love* which, in the opinion of some, should make the parent the proper person to inflict punishment upon his child, often blinds the eyes of the parent to his child's ugly disposition, insolent speech, and unruly conduct.

It is not an established fact that parents exercise more self-control in punishing children than teachers do. Some children have two chances for protection when under the teacher's authority to one that they have when under the control of their parents. A hundred eyes, Argus-like, are upon the teacher. If he punishes unduly, arrest, fine, loss of position, and loss of professional reputation may swiftly follow. He is admonished by these things to be just, discreet, and merciful. Besides, the teacher is selected, it is supposed, on account of his possessing those qualities of head and heart which fit him to grapple with the difficulties of his calling. The parent may be cruel at times and the world be none the wiser. The power of law is rarely invoked to shield the child from his parent's unreasonable, ungovernable fury when it is aroused by some childish fault. Witnesses are not abundant to testify to what transpires in the family circle.

The idea that the parent should be the sole judge of the culpability of his child and the amount of punishment requisite to secure reform is but a theory, and an unsound one at that. If a child is convicted of arson or theft his punishment is not left to a loving father or an over-fond, indulgent mother. The judge and the jury do not have to stand in the relation of fathers to the accused before they are vested with power to mete out justice upon them for their misdeeds.

I firmly believe that teachers, as a rule, will inflict punish-

ment with as much caution, justice, and humanity as the large majority of parents will.

The good of the school may sometimes require the suspension of a pupil. This step should not be hastily taken. Were every troublesome boy or girl deprived of school privileges our schools would be decimated. The teacher has a duty to do in the case of such children which he should not feel at liberty to shun. People acquiesce in school taxation in the belief that they are ultimately the gainers by the state of society which schools are supposed to foster. The law wisely requires that two-thirds of the members of the board of education must be convinced of the necessity of the step before any pupil can be summarily expelled. A speedy expulsion is justifiable when a parent defends his child's disorderly course and threatens dire things if that child receives chastisement. Little good for the child results from his punishment when followed by the misplaced sympathy of his parents. The best teachers do not resort to the rod with undue haste. Where parental co-operation is cheerfully and prudently given, it is rare indeed that the teacher needs to employ force in order to secure the well-being of his school.

ALSTON ELLIS.

AMONG THE GOPHERS.

The minister's horse trotted briskly over the beautiful prairie. Pleasant farm-houses surrounded by embryo forests designed to break the force of the fierce nor'westers were passed at somewhat longer intervals than in Ohio. Now and then a school-house planted by the roadside, showed the determination of the people, "that learning should not be buried in the grave of the fathers." "Over there is Elgin." I looked in the direction of the uplifted whip; the school-house, a two-story frame, showed prominent. "Perhaps you would like to stop there while I make a call or two." Of course I would, and in another moment I was chatting with the teacher of the primary department, who sat surrounded by her pupils enjoying recess. Books, maps, all the appliances for teaching the young idea how to shoot were of the most modern stamp. An immense stove showed plainly the character of the Minnesota winters, the pie and fried cakes with which the little ones' mouths and hands were filled told of Yankee parentage.

The bell rang, and declining an invitation to listen to a reading class, I found my way up stairs, and plunged at once *in medias res*, in the shape of a grammar recitation. Ah me! what sins of the past did it bring to mind, when like Mr. W——n, I wasted precious time over the niceties with which our grammars are filled. If repentance ensures forgiveness, mine is complete. "Accidents of the Noun"! How many pupils associate the word with any thing else than a broken leg or a railroad collision? The usual diagrams of big links and little ones were on the board week after week, yes, year after year, pupils weigh sentences in these balances, while for the nice shades of thought, they have neither eye nor ear. I know that as great an advocate of the exact sciences as Professor Tyndall speaks with enthusiasm of the pleasure and profit with which he used to hunt out for every subject its verb, for every verb its subject. That is easily taught, easily recognized, when the meaning of the sentence is perceived. But the great mass of trifling distinctions which our youth spend years in learning with no increase of intellectual vigor, might surely be swept from our grammars or crowded into fine print for the delectation of the rare few.

The mysteries of grammar have a great power in rural districts. A teacher may in conversation break nearly every rule laid down by Murray with perfect impunity, but if he fail to dispose of some isolated phrase according to the most approved method, or omit a single step in parsing, he might as well "fold his tents" and depart. The pages of "Educational Notes and Queries" furnish ample evidence of the perplexities of distressed grammarians. Every one of those usually unimportant grammatical queries, has racked the teacher's brain, taken up the time of classes, created parties, and will, perhaps, be the test by which some wiseacre will judge the abilities of the next teacher.

Glancing over the books on the teacher's table, my eye caught sight of an old friend, "Henkle's Test Speller," and I am sorry to say a grammar by an Ohio Man had been the authority in the recitation to which I had been listening. Apropos of the Speller, another teacher remarked to me, "it is used in our high school, and I should like to know where such words were ever found." Not being able to enlighten her on that point, I told her of the time taken to gather them up, at which she marvelled not.

The school at Plainview had a cheerful, well-ordered look without and within,—plenty of running and breathing space on the grounds, plenty of light and sunshine in the rooms. Comfort had been considered in the erection of the building, rather than architectural effect, as in some others I wot of.

In one of the primary departments I listened to a reading class conducted by a teacher of acknowledged excellence. Want of time forces many teachers to resort to concert exercises. That I suppose was the reason for a concert examination in Latin to which I listened not long since. As a test, it was trifling in the extreme, recalling the quaint way in which dear old Mr. Suliot used to speak of examinations, as “whited sepulchres.”

A bright looking young lady was striving to explain to a class averaging nine or ten years, the process of reducing fractions to a common denominator. At the risk of being thought an old foggy, I believe nearly all such drilling is time thrown away. Teach *how*, and gradually with mature years the *why* will be easily seen. I am disposed to think the old way with all its faults secured closer attention on the part of the pupil. Now, “I don’t understand it, or she don’t explain it,” etc., is pleaded as an excuse for wilful laziness and neglect.

Some reformers (?) have even thought it a capital sin to insist on the committal of rules; the pupils must make them for themselves. There are signs, however, that the limit of the pendulum has been reached. So we go from one extreme to the other. Is it Kant who says that the teacher’s efforts should be mainly directed to the mediocre; the genius will take care of himself, while time is only wasted on the dunce?

From whom St. Charles received its name, I know not. It looks too modern to date back to the time when French enterprise and reverence baptized so many points along the Mississippi with saintly cognomens. A short stay gave me the opportunity to visit the high school, which I found of course under the control of an Ohio man. The growing prejudice against high schools has not I think, extended to new states or the smaller towns. Class distinctions are less marked, and private institutions fewer and poorly patronized.

The room was filled with pupils of an average grade of advancement. They looked for the most part studious, though the young lady in jewelry and furbelows was conspicuous. Oh for a regulation dress. No wonder that she finds no time to

read. "I have ceased to subscribe for magazines" said the grave father of three young school girls not long since, "the girls will not, or do not read them."

Truly, "the girls are poorly educated, but the boys will never find it out."
R. P. F.

OHIO'S LEADING EDUCATORS:

SUMMARY OF THEIR OPINIONS ON THE CONDUCT OF SCHOOLS.

Mr. Editor.—A few months ago I mailed the following questions to many of the best teachers of Ohio. And since I regard their answers with so much favor, thought, perhaps, that many of our younger teachers might receive profit from them. I therefore submit them for publication in your valuable journal. Uniformity in answers to many of these questions is not to be expected. Hence I give the results in per cents.

QUESTIONS.

Q. 1. Should examination be the sole test for promotion?

Ans.—Chiefly, 5 per cent. No, emphatically, 5 per cent. Doubtful, 14 per cent. Yes, 14 per cent. No, 62 per cent.

Q. 2. How often do you hold examinations?

Ans.—Every six weeks, 5 per cent. Every ten weeks, 5 per cent. Any time, 5 per cent. Written five times, oral, once, 5 per cent. Monthly and quarterly, 8 per cent. Quarterly, 8 per cent. Every two months, 14 per cent. Monthly, 4 per cent.

Q. 3. What is your standard per cent in examination for promotion?

Ans.—None, 14 per cent. Seventy-five, 14 per cent. Seventy, 22 per cent. Sixty-five, 14 per cent. Sixty, 5 per cent. Eighty, 5 per cent. Primary, 70, High, 75, 5 per cent. Primary, 60, High, 70, 5 per cent. Primary, 75, High, 80, 5 per cent. Primary, 67, High, 70, 5 per cent. Primary, 70, High, 80, 5 per cent.

Q. 4. Do you offer prizes as a reward for excellence?

Ans.—Very rarely, 5 per cent. Not money prizes, 5 per cent. Honorable mention, 5 per cent. No, 85 per cent.

Q. 5. Are you in favor of school exhibitions?

Ans.—No, emphatically, 5 per cent. Yes, 18 per cent. Occasionally, 22 per cent. No, 55 per cent.

Q. 6. In spelling, do your pupils pronounce the syllables?
e. g. Goold Brown, (Gram. of Gram., p. 183.)

Ans.—Primary, Yes, High, No, 5 per cent. No, 39 per cent. Yes, 56.

Q. 7. How often do you have rhetorical exercises?

Ans.—Irregularly, 5 per cent. Daily, 5 per cent. Semi-weekly, 5 per cent. Not at all, 5 per cent. Monthly, 8 per cent. Weekly, 31 per cent. Semi-monthly, 41 per cent.

Q. 8. Is drawing taught in your school?

Ans.—Yes, 48. No, 52.

Q. 9. At recess, do you permit the sexes to play together?

Ans.—No, emphatically, 5 per cent. Yes, 35 per cent. No, 60 per cent.

Q. 10. While school is in session, do you, *as a rule*, permit your pupils to get lessons together?

Ans.—No, very emphatically, 14 per cent. Occasionally, 8 per cent. No, 78 per cent.

Q. 11. Do you inflict corporal punishment without first notifying the parent or guardian?

Ans.—No, 5 per cent. No, emphatically, 5 per cent. Generally, 14 per cent. Yes, 76 per cent.

Q. 12. What is your voice in the employment of your assistant teachers?

Ans.—Nothing, 14 per cent. Board ratify my selection, 30 per cent. Advisory, 56 per cent.

Q. 13. What liberty do you allow your assistants after the ringing of the first bell, and at the recesses?

Ans.—Stay within their own rooms, 14 per cent. No rule, 18 per cent. Let their good sense dictate, 18 per cent. Must be on guard, 50 per cent.

Q. 14. In beginning each half-day session, with what instrument do you gain the attention of your pupils?

Ans.—Voice, 5 per cent. None, 5 per cent. Bell or pencil, 5 per cent. Pencil, 5 per cent. When large bell stops ringing, 14 per cent. Bell, pencil, or voice, 18 per cent. Bell, 48 per cent.

Q. 15. Do you admit pupils to the school building prior to the ringing of the first bell?

Ans.—Yes, if teachers are within, 5 per cent. Yes, if from the country, 5 per cent. Yes, if the weather is inclement, 22 per cent. Yes, 22 per cent. No, 46 per cent.

Q. 16. Do you ever inflict study as a punishment?

Ans.—Yes, 14 per cent. Seldom, 14 per cent. No, 72 per cent.

Q. 17. Taking the readers as a basis, when should a pupil begin penmanship? grammar (general sense)? and arithmetic (general sense)?

Ans.—All, the first day of school, 40 per cent. Penmanship, longest deferred, is with 3d Reader. Grammar, longest deferred, is with 4th Reader. Arithmetic, longest deferred, is with 2d Reader.

Q. 18. Taking the Readers as a basis, when should the pupil use a text-book in grammar? arithmetic? geography?

Ans.—Grammar, with 6th Reader, 7 per cent. Grammar, with 3d Reader, 7 per cent. Grammar, with 5th Reader, 36 per cent. Grammar, with 4th Reader, 50 per cent. Arithmetic, with 5th Reader, 14 per cent. Arithmetic, with 3d Reader, 40 per cent. Arithmetic, with 4th Reader, 46 per cent. Geography, with 5th Reader, 7 per cent. Geography, with 3d Reader, 36 per cent. Geography, with 4th Reader, 57 per cent.

Q. 19. How often do you hold Teachers' Meetings?

Ans.—Daily, 5 per cent. Quarterly, 5 per cent. Semi-monthly, 8 per cent. Irregularly, 18 per cent. Monthly, 24 per cent. Weekly, 40 per cent.

Q. 20. How often do you report to the parent or guardian the progress, etc., of the pupil?

Ans.—Once in six weeks, 5 per cent. Daily, 5 per cent. Not unless called for, 5 per cent. Quarterly, 5 per cent. Semi-monthly, 5 per cent. Semi-annually, 5 per cent. Weekly, 5 per cent. Not unless pupils fall behind, 5 per cent. No stated times, 8 per cent. Not at all, 8 per cent. Monthly, 46 per cent.

Q. 21. Do you require a written or verbal excuse from the parent or guardian for all absence on the part of the pupil?

Ans.—In this question many teachers misapprehend my meaning. Teachers answer as if I had used the first "or" *disjunctively*; whereas I used it *conjunctively*. The insertion of the indefinite article before "verbal" would convey the former meaning. The phraseology might have been different. I give the result of the answers.

Incorrect, 70 per cent. Correct, 30 per cent. Of those who answer correctly 17 per cent say No; 83 per cent say Yes.

Q. 22. Geographically, when does your jurisdiction over the pupils cease?

Ans.—In doubt, 14 per cent. Outside the door yard, 31 per cent. When they reach home, 40 per cent. No jurisdiction after leaving the school premises, 5 per cent (Authority, decision of leading attorneys of this city). Off the school premises, 5 per cent (Authority, a State School Commissioner of Ohio). Concurrent jurisdiction with parent, going and coming, 5 per cent (Authority, decision of the courts).

Georgetown, O., October, 1878.

JAS. R. CONNOR.

PRIMARY SPELLING.

We left the children in my first paper, learning the alphabet; which, I said, could be taught in a few lessons, if previous work in spelling by sound had been introduced almost from the very first. I avoided laying too much stress on this point, as few young teachers really know anything about the subject of phonic teaching, and many are not even competent to give the letters their proper sounds. Unless thoroughly understood, it cannot be made the basis of future work; and if taught bunglingly, had better be omitted altogether, for the children can get along without it. If the teacher be familiar with this method, she can teach it very easily, as the children do not require a knowledge of the alphabet to understand it. Many teachers who have successfully introduced this phonic work, say that by the time they are ready to teach the letters, the children already know them. It aids greatly in forming a correct pronunciation, and soon banishes all "baby talk" from the class. I have often been amused at the erroneous views which many otherwise intelligent parents seemed to take of the phonic method of teaching. I was principal of a primary school in Eastern New York, a few years since, where, previous to my coming, this method had been introduced. Learning that I was a graduate of a training school, several of the most prominent parents came to me at the beginning of my term to say that they wished their children taught to *spell* as they *ought* to spell, and not have their time wasted in imitating *cats* and *dogs*, adding—"We don't want any of that kind of teaching. When we ask our children to spell such a simple word as '*cat*,' their little faces undergo a variety of contortions, and they produce only hideous sounds, which we do not call spelling."

On examining the pupils, it appeared the parents had some

ground for their complaint, for spelling by *letter* had not been introduced *at all the first year*; but all the time had been consumed in spelling by sound.

I complied, therefore, with their suggestions, as far as I conscientiously could, teaching only the simplest sounds during the first two or three months (never, however terming them spelling lessons). In due time I took up the letters, and at the end of five months from the commencement of the term, had the children spelling intelligently, and to the entire satisfaction of the skeptical parents.

I have heard similar complaints in Ohio, arising probably from the same cause; that of improper teaching. Therefore, I cannot too earnestly impress upon the minds of teachers the necessity of proceeding carefully and intelligently in this work. When the children have finished the *alphabet* they can immediately begin *spelling proper*. This work will be merely memorizing. The spelling exercises should be as frequent as the reading lessons, and receive equal attention. The teacher should make the selection of the words to be spelled, that all may have the same lesson. Every new word should be taught by the aid of the blackboard, with oral drill. After all the words have been thus taught, they should be written nicely on the board, that the children may copy them on their slates several times for the purpose of fixing them in their minds, also as an exercise in writing. Let me say in this connection that the lessons should be very neatly copied, the slates carefully ruled (which the children will be now able to do,) and each word, no matter how many times repeated, be always neatly made. *Never* allow any writing to be presented to you but the *best* the child can execute. Guard against carelessness in writing from the very first. A test of the child's ability to write, is *not* some practiced copy; but his or her *every-day* work. The last spelling exercise of the day should be a reproduction lesson. The board and slates should be brushed, and the children required to write upon their slates (the teacher dictating) all words that have been used during the lesson. Now comes one of the most laborious tasks of the day,—the correction of the children's work. This can be done after they are dismissed. First mark all the misspelled words and make a list of them to be used in the next lesson. Then criticise each and take notes of their mistakes for to-morrow's correction. I cannot lay too much stress on these reproduction exercises. They are a test

of the thoroughness of the day's work : again, the real benefit of spelling to children, is, that they may be able to write correctly. One makes but little use of oral spelling through life (except in spelling matches) ; but *written spelling* is a constant necessity. From six to eight new words can be taught every day, the teacher keeping pace with the new words that occur in their reading lessons. From this point it should be a rule never to pass a word in reading that the child is not taught to spell. You will find great trouble in preventing children from *reading by rote*, but alas ! in spelling there is no such good fortune. I know you will often become disheartened over these spelling lessons, but let me again assure you that *drill, drill, drill*, will bring them out all right. It is easier to teach spelling than reading, because spelling is merely the exercise of memory, and besides, you have the advantage of the previous writing lessons. Frequent reviews, given in the form of examinations, greatly stimulate the children.

LUCY K.

A HYMN

For the Dedication of the New High-School Building.

Who reared so firm and true these stately walls
Uplifting to the sky ? Who sunk, so deep,
The broad foundation-stones on which they stand ?
'Twas Labor—he, of strong and helpful hands,
And slow and steady might. He piled the stones,
He set the beams, and placed the architrave,
And wide, he “spread the roof above them.” Art
With Labor wrought, and with her skill touched, here
And there, the task on which he toiled, and made
The useful beautiful. And Science, calm
And clear-eyed, stood as mentor and kept watch
That fair proportion in all parts should give
Endurance to each pillar, arch, and beam,
And added strength and grandeur to the whole ;
That every wise contrivance known to health
Should enter into all the generous plan ;
That noble windows high and wide be framed
To let the golden glory of the heavens
Flood all the ample rooms. And mightier still,

The powers of water, air, and fire she bound
To do her will—the wild and roaring winds
From Erie's chilly waste of waters blown
To temper with a kind and genial heat,
And send them, balmy as the breath of June,
And rich with health-sustaining power, to fan
The student's cheek and feed his busy brain.

And Liberty, the while, kept vigilant guard
That every door should open free and wide,
To let her grateful children all come in.

They come, the earnest-hearted and the strong;
Education, on the threshold, waiting stands,—
Education, might'est 'mong the mighty powers,
Born of heaven when stars of genius shone,
Nurtured at the breast of Sweet Humanity,
Strong with a glorious, ever-growing strength;
A Hercules to whom the sun-god, Light,
Has given the golden cup to guide his course
Across the ocean of the vast unknown,
An immortal Hercules whose power is gained
In vict'ries over ignorance and wrong;
Kingliest of kings, high bearing in his hand
The blossom given him by Truth,
And wearing on his brow the laurel crown
That grave Experience has bound for him.
The light of love is in his gentle eye,
Sweet words of help and cheer are on his lips,
While from his tongue, the precepts of the wise
And mandates kind, in varied accents, fall.
He takes the children to his loving heart,
And gently leads them upward to the hills
Where Wisdom dwells—Wisdom whose ways are ways
Of pleasantness, and all whose paths are peace.

They come, the earnest young, with warm, glad hearts,
High hopes and brave resolves; with motives pure;
With young ambition's pride, and faith of youth,
They come, and on for years they still shall come.

The hope and promise of our land, the pride
Of every heart—here shall they congregate
When we are mould'ring in our graves. These walls
Grown dim with dust of years, mysterious
With stains of time shall still reverberate

The student's busy hum and joyous strains
 Of songs we ne'er shall hear. Here shall they learn
 The things we long to know; here study hist'ry
 Yet unwritten and read poets yet unborn;
 Here, strange, new wonders of philosophy
 Shall see, of which we cannot even dream.
 The young, the earnest-hearted, and the true,
 God's blessings on them now and through the years
 To come. Be dedicated, O ye walls!
 And ye O ample rooms and gracious halls,
 Ye welc'ming doors, and lofty windows kind,
 Ye shelt'ring roof and heavenward-pointing tower,
 Be dedicated even to the end,
 Unto the noblest service of the young.

REBECCA D. RICKOFF, *Cleveland, O.*

OFFICIAL DEPARTMENT.

Conducted by the Hon. J. J. BURNS, Columbus, Ohio.

Question 20.—Can a Board of Education adopt more than one text-book on any given subject, leaving the superintendent or teacher to use either of the books named as the circumstances may require? And can the Board, having adopted one text-book, add another on the same subject within the three years, leaving the superintendent to use either according to his judgment?

Answer 20.—It is not the intendment of the law to forbid "parallel courses," as for instance, two Readers of the same grade or number in order to supply additional reading matter of the same degree of difficulty.

Boards may name two or more books when but one is desired, and authorize the superintendent as their agent to select and his making choice perfects the adoption. The book must then remain as *the* text-book in that branch unless change is made as recited in the statute; though, as I said, the Board may choose another as an additional book, not to displace the first.

Question 21.—When returns of school elections are legal on their face can the clerk "go behind" the returns?

Answer 21.—He can not. When there are but minor irregularities, and there is an expression of the will of the people, I do not think that a court would set aside an election. But just where the court would draw the line no one can tell until there is a trial of the case.

EDITORIAL DEPARTMENT.

—We call attention this month to our contributed articles. Mr. Ellis's article on School Government is worthy of a careful reading. Some of our readers will recognize the initials to "Among the Gophers" as belonging to the name of a prominent retired Ohio teacher. Mrs. Lucy K.'s article on "Primary Spelling" shows that she is not only an educated but a sensible teacher. Mr. Conner has our thanks for his interesting statistical article as to school usages. Mrs. Rickoff's Hymn was prepared for the dedication of the magnificent High-School Building in Cleveland, which was dedicated the first week in September last. The Hon. J. J. Burns in the Official Department answers some interesting legal questions. Nearly two pages, however, of answers in type have been crowded out this month.

—THE Northeastern Ohio Teachers' Association met in Cleveland, Saturday, October 12, in the room of the Board of Education. Among those present, not residents of Cleveland, we noticed Pres. Hinsdale, of Hiram, T. W. Harvey, of Painesville, W. W. Gist, of Willoughby, H. M. Parker, of Elyria, A. C. Shortridge, of Columbus, R. H. Kinnison, of Norwalk, W. R. Comings, of Medina, A. J. Michael, of Youngstown, L. L. Campbell, of Mineral Ridge, E. F. Moulton, of Warren, J. H. Lehman, of Canton, Hiram Sapp, of Wadsworth, A. B. Stutzman, of Kent, D. F. De Wolf, of Hudson, and E. A. Jones, of Massillon. Three of these gentlemen were accompanied to Cleveland by their wives, namely, Messrs. Lehman, Moulton, and Comings. The recent marriage of Mr. Comings the Monthly takes this opportunity to record. Hiram Sapp read a paper on "The Unclassified School in a System of Graded Schools." Mr. Sapp last year had charge of one of the unclassified schools in Cleveland. The discussion was opened by L. L. Haskins, who has charge of the West-Side Unclassified School in the same city. His views were somewhat different from some of those expressed by Mr. Sapp. Next month we expect to publish Mr. Sapp's paper and Mr. Haskins's remarks. E. A. Jones favored a four months' ungraded school for those that cannot attend regularly so as to keep their places in the regular classes. L. W. Day explained the Cleveland system, showing that these schools in Cleveland are avowed penal school colonies. E. F. Moulton did not favor reform schools as a part of the ordinary system of Public-School education, but favored the Massillon style of unclassified schools as described by Mr. Jones. Harriet L. Keeler objected to some of the humanitarian ideas of the 19th century, and favored the penal schools of Cleveland. We asked for the number attending the Cleveland unclassified schools. Mr. Day replied about 80. We then stated that it amounted to only about 2 in 500 of the enrolment, and asked what would probably be the size of such schools in smaller moral towns if in the wicked city of

Cleveland only 2 out of 500 of the enrolment could be got into such schools? Mr. Day continued his defence of such schools, being frequently questioned by Mr. Moulton. Mr. Harvey called on Col. De Wolf to tell his experience with such schools. He replied that when superintendent in Toledo that the Board had authorized the establishment of such a school when eighteen or twenty incorrigibles should be found. That he had carried the school round in his pocket because he never got on his list more than nine or ten, some of these by good behavior getting their names erased from the list before new ones were added. He thought that an unclassified school like that mentioned by Mr. Jones might find its legitimate place in our school system, although he had always avoided the necessity for such schools by not adhering rigidly to such strict rules of promotion as some superintendents are reported as doing. The President, J. H. Lehman, gave an account of the unclassified schools in Canton which even included High-School studies. Not one in ten of those attending it would be in school at all if this school did not exist. James H. Shults, of Cleveland, read a paper on "The Value of English and how to Study it." Frank Aborn gave an exhibition of drawings from the Cleveland schools, giving explanations. H. M. Parker read a paper on "The Defects and Wants of the Country Schools." Mr. Harvey opened the discussion and closed his remarks by an invitation to attend the grand educational rally of the 19th Congressional District to be held in Warren the next Saturday. E. F. Moulton emphasized this invitation and stated that in Trumbull County uniformity of text-books had been practically established, and that a course of study and programme of daily work had been adopted and sent to every sub-district in the county through the efforts of L. L. Campbell and others. The question was still further discussed by S. D. Barr, Pres. Hinsdale, H. M. Parker, Mr. Breckinridge (Pres. of the Cleveland Board of Education) who favored County Supervision, W. D. Henkle, and L. L. Campbell; Mr. Barr closed the discussion by giving the experience of the State of New York. E. M. Avery offered a resolution in favor of County Supervision which was adopted. The next meeting of the Association will be held in Cleveland the second Saturday of December.

—We take pleasure in chronicling the vigorous beginning that has been made in arousing attention to the needs of the rural Public Schools. Three grand congressional district educational meetings have already been held, and more are to follow. There must be no let-up until the General Assembly shall pass some wholesome law that will tend in its working to elevate the rural schools. We publish a list of Vice-Presidents this month. Some may not have heard of their appointment. The mode of getting up a district meeting may be learned from the Hon. J. J. Burns, who will attend all the meetings he possibly can. At the meeting in Medina there were present four General-Assemblymen, one being a senator. The legislators in every district should be urged to attend the meetings in order that they may get a little enthusiasm for this important educational work.

—We take pleasure in announcing that in our intercourse with the teachers of the State we have heard many warm expressions in behalf of our new State School Commissioner, the Hon. J. J. Burns. Mr. Burns has been active in the discharge of his duties, having since last January travelled many thousand miles in attending the meetings of associations and institutes, and the closing of schools. He is President of the Ungraded-School Section of the Ohio Teachers' Association, and with the co-operation of the twenty vice-presidents selected will arouse an educational activity throughout the State the like of which Ohio has never known. Mr. Burns may safely rely on the active co-operation of prominent Ohio teachers in his efforts to elevate the cause of Education in the State.

—Mr. STUTZMAN, of Kent, reported privately at the last meeting of the Northeastern Ohio Teachers' Association that a gentleman had visited some of the lady teachers at Kent to sell chromos, representing that he was Mr. Rickoff, that he had lost his place, and that he had to do something to support his family. Some of the ladies out of sympathy invested. We advise these ladies to attend the Northeastern Ohio Teachers' Association occasionally, and thus get an opportunity of seeing this Mr. Rickoff and fixing in mind his general appearance so that a travelling chromo peddler may not be able again to deceive them. A collection was taken up privately at the Association for the benefit of Mr. Rickoff, but he in the nobleness of his heart turned over the whole amount to W. R. Comings, treasurer of the Association, resolving to rely for the support of his family on such small sums as the Cleveland Board of Education is still willing to dole out to him each month. We know that Mr. Rickoff is an able school superintendent, but doubt whether he would be successful as a chromo peddler.

—We regret the action of the Medina meeting in recommending a Township Board to consist of one person from each sub-district. At Warren a like resolution was brought in by the committee, but when we moved an amendment it was adopted without a dissenting voice. Our objections are these. It is only a compromise, just as our present double-headed system is. Before the law of 1853 was passed we had the district system. In attempting to imitate Indiana's township system we were afraid to make a complete change and compromised on the present system which we have endured for twenty-five years. If we have a Township Board made up of one member for each sub-district the Board will in some cases be too large and in others too small. In some townships in the State there are but one or two sub-districts. The practical operation of such a system will probably be that the Township Board will deputize the members from each sub-district to hire their own teachers and do various other things which the Township Board ought to do in general session. The plan would in practice be very apt to be no improvement on the present. It is better to adopt by vote the village system by the enabling chapter already in our school law. We hope no more meetings

will adopt any such recommendation, because such a change would lead to no special advance. If such a recommendation should be incorporated into our law severe restrictions should be thrown around the operations of the Township Board.

—WE have received very few reports of Institutes. We have lists of all held and preliminary announcements, but we want the usual statistics. Will the secretaries or some other persons send them? We do not like to lose the actual accounts of what was done. We were unable to be at the Alliance Educational Association October 5, on account of absence at an Institute. We have received no account of what was done.

—ON October 19th we attended the grand educational rally in the nineteenth congressional district, at Warren. E. F. Moulton is the Vice-President for this district, having been chosen at the organization of the Ungraded-School Section of the Ohio Teachers' Association, at its July meeting at Put-in-Bay. He worked hard to secure a good attendance and notwithstanding the rainy day the meeting was large. Geauga County sent 72 and Lake 36, in a special train on the narrow-gauge railway. The two cars would not hold all, and hence some at way stations failed to get on the train. Over thirty came from Youngstown at half-fare rates. We are unable to state how many were present from Ashtabula County and Trumbull. The City Hall in which the meeting was held was nearly full. The Hon. L. C. Jones, formerly a State Senator, presided, and kept matters moving. Addresses were delivered in the forenoon, by the Hon. J. J. Burns and the Hon. T. W. Harvey, and in the afternoon by W. D. Henkle, Dr. J. Tuckerman, of Austinburg, (about thirty years ago County Superintendent of Ashtabula County), W. C. Carroll, of Chardon, L. L. Campbell, of Mineral Ridge, and E. A. Jones, of Massillon, Vice-President of the sixteenth congressional district. Resolutions favoring County supervision and township districts were passed. Delegates to the Columbus meeting, three from each county with alternates were appointed. Among those present not already named we recall J. P. Treat, of Geneva, Ed. Truman, of Burton, J. E. Morris, of Newton Falls, T. H. Bulla, of Niles, D. O. Ghormley, of Cortland, A. H. Kennedy, of Girard, H. L. Peck, of Garrettsville, Chas. Fillius, of Akron, Wilbur Marple, of Warren, Messrs. McMillan, Logan, Muckley, and Fox, of Youngstown, and a host of ladies but few of whom we knew. We hope to get the list of delegates and alternates for publication in our next issue. The Hon. J. J. Burns stated that this was the largest of the three district meetings he had attended.

—EARNEST and intelligent teachers all over the country are beginning to realize the great importance of directing the attention of their pupils to the reading of standard literature. It is vastly more desirable that pupils should acquire a love for the masterpieces of human thought than

that they should acquire a knowledge of the details of arithmetic, geography, grammar, etc. Too much time is devoted to mere imitative sound reading compared with that which is given to sense reading, which is the foundation of all true elocutionary reading, or reading considered as a fine art. The attempt to teach artistic sound reading without first teaching sense reading will be a failure, even if voice-culture, which is too much neglected, should be properly attended to. Ten persons may be taught to read silently and understandingly to one who may be taught to render orally with power, skill, and taste, a great literary masterpiece. Without intending to underrate in the least the aims sought by the elocutionist, we insist on the greater importance of that instruction which should precede his special work. The expensiveness of books has been a great hindrance in the way of getting before pupils the best works of great authors, there being in general the necessity of buying a large volume when only a part of it may be wanted. Furthermore, comparatively little has as yet been done in the way of annotations of English masterpieces (excepting the works of Shakespeare and Milton). We are glad to announce that J. B. Lippincott & Co., of Philadelphia, have begun the publication of "Annotated Poems of English Authors." They are edited by the Rev. E. T. Stevens and the Rev. D. Morris, of England. We have before us the following:—Gray's *Elegy*, pp. 24, Goldsmith's *Deserted Village*, pp. 47, Goldsmith's *Traveller*, pp. 76, and Scott's *Lady of the Lake*, Canto I, pp. 63. These little books bound in cloth limp, will be sent by mail post-paid by the publishers for 20 cts. each for the first two and 25 cts. each for the last two. Each poem is prefaced by a short sketch of the author and a suitable illustration. The notes are quite full, giving grammatical hints, explanations of allusions, etc. Other poems will, doubtless, be published in due time, and will be noticed as soon as received.

EDUCATIONAL INTELLIGENCE.

—THE Columbiana-County Teachers' Association will meet in Salem, November 4.

—THE schools of Belpre are prospering under the direction of Supt. J. G. Schofield.

—THERE is a Moravian Seminary for ladies at Bethlehem, Pa., which was founded in 1749.

—THE Eaton Board has recently added one hundred dollars worth of books to its school library.

—THE cabinet at the new school building in Marysville, Ohio, contains more than 2,000 specimens.

—THE Central Ohio Teachers' Association held its annual session in Dayton, October 25 and 26.

—THE enrolment in the Public Schools of Wadsworth, Ohio, the first week in September, was 221.

—We have received the October examination questions of the Columbus High School, 20 papers in all.

—The telescope with which Prof. Watson discovered Vulcan belongs to the Normal School at Ypsilanti.

—It is said that 860 pupils have been turned away from the Public Schools of Richmond, Va., for want of room.

—The September enrolment in the Public Schools of Columbus, was 6,410; 408 of these belonged to the High School.

—The school children of St. Louis contributed \$1220 to the yellow-fever sufferers, and those of the District of Columbia, \$1047.

—The Eastern Ohio Teachers' Association has been announced to meet in Cambridge, on the Friday and Saturday after Thanksgiving.

—SPRINGFIELD, Ohio, has a new school called the Polytechnic Institute. It is a military school under the Principalship of the Rev. A. H. Cummins.

—The College Olio published at Marietta began its seventh volume last month, with a beautiful new dress. The Olio is a first-class college paper.

—The Summit-County Institute after spending for its last session \$318.25, had left \$208.84. Is not this the only full-handed Institute in the State?

—It is said that every teacher in Richland County, Wis., takes a school journal. If this is true this county is certainly the banner county of the United States.

—ONLY three Superintendents have as yet responded to our request to send in reports to be added to the table given last month. Send in enough for another page.

—It is said that a theological chair has been endowed in the Oberlin Theological Seminary by a gift of \$25,000 made by Mrs. Mary W. Holdbrook, of Holdbrook, Mass.

—AMONG the recent pieces of music published by Geo. D. Newhall & Co., Cincinnati, Ohio, are the Mountain Lake (waltz), Antoinette (dance air), and Marigold (mazurka).

—A NEAT 48-page descriptive catalogue and special price-list of the Eclectic Educational Series has just been issued by Van Antwerp, Bragg & Co., Cincinnati and New York.

—THE New-England Journal of Education thinks Superintendent Eliot, of Boston, and the supervisors will be most thoroughly disappointed as to the results of the new school programme.

—THE Hamilton school report for the last school year has just been received in advance of all other cities. Supt. Ellis is always prompt in getting his report printed. It contains 112 pages.

—THE enrolment in the Public Schools of Canton, Ohio, within the first two weeks of September last was nearly 1800, or 150 greater than in the corresponding time in any previous school year.

—THE question now agitating New-England teachers is, Shall the next meeting of the American Institute of Instruction be held at Saratoga or Martha's Vineyard. Homer B. Sprague is an advocate of the latter place.

—THE Union-Township (Butler-Co.) Association met at West Chester, September 28th. The chief feature was an excellent address by Alston Ellis. J. K. Aydelotte, J. P. Cummins, and Messrs. McCoy, Myers, and Vorhis, took part in the exercises.

—A GRAND educational rally was announced for Marysville, Ohio, October 19. Gov. Bishop, Commissioner Burns, and Supts. J. S. Campbell, of Delaware, Ohio, and W. J. White, of Springfield, were announced as speakers. We shall give the proceedings next month if furnished to us.

—OF the 23 graduates of the Canton High School at the Commencement, two, Lizzie Smith and Lizzie Cook, were not absent in the three-years' course, seven were not tardy, Lizzie Cook being one, and one being in the four-years' course, August Heingartner. The average grading varied from 70 to 97.

—THE persons on the programme for the Central Ohio Teachers' Association, for October 25 and 26, were C. L. Bauman, Dr. John Hancock, Alston Ellis, J. P. Patterson, L. D. Brown, E. H. Cook, M. S. Campbell, Prof. J. B. Weston, H. P. Ufford, P. J. Carmichael, Jane W. Blackwood, and the Hon. J. J. Burns.

—THE November issue of the Popular Science Monthly contains Alex. Bain's sixth article on "Education as Science." This article relates to "Emotions in Education." It also contains Dr. A. B. Stark's paper (read at the National Educational Association last year in Louisville), on "The Place of English in a Higher Education."

—AN Institute was held in Martinsburg, W. Va., the week beginning October 7. The County Superintendent, E. S. Tabler, had secured the services of John Ogden, of Ohio. His instructions and two evening lectures were warmly commended. About 80 teachers were present. We are glad to hear of an awakening in West Virginia.

—WE have received a 4-page circular, the third of which contains a course of study for rural schools and the fourth a daily programme. The second page contains certain recommendations. The whole constitutes a special report made by L. L. Campbell, of Mineral Ridge, to the Trumbull-County Teachers' Association, and adopted August 23, 1878.

—A teacher of vocal music has been added to the corps of teachers in Marysville, Ohio. The new school hall will be utilized for Monthly Rhetorical Exercises and Monthly Scientific Lectures. "Account Keeping" is to be kept up this year. Will Supt. Cole give us a short description of what this "account keeping" is and how it is carried out?

—THE Summit-County Teachers' Association met in Akron, October 26. Topics previously assigned:—"Our Common Schools," S. H. Herri-man; "Reading," Susie Chamberlain; "School Government," S. Findley; "Should there be any Difference in Compensation between Lady and Gentleman Teachers," Aff. O. L. Sadler, Neg. Miss M. C. Andrews.

—THE Norwalk School Report (C. W. Oakes's fourth report), as published in the Norwalk Reflector, shows that although the total enrolment had decreased as compared with the previous year, from 1774 to 1739, the average monthly enrolment had increased from 963 to 1065, the daily attendance from 759 to 819, and the cases of tardiness decreased from 1171 to 957.

—IN the Defiance Public Schools last year there were only 130 cases of tardiness among the pupils, but 13 among the teachers. In this case the percentage of tardiness would be greatest among the teachers. There were 90 cases of truancy, 158 of corporal punishment, 1 suspension, 42 visits from the Board of Education, 712 visits from others, and 107 visits of teachers to patrons.

—WE have learned that a prominent superintendent in Central Ohio did not receive a notice of the Dayton meeting of the Central Ohio Teachers' Association, and only learned of it by accident. These prominent meetings should be arranged for some time in advance and notices published in the Monthly. Too often the programme is not arranged until near the time of meeting.

—THE delegates selected from the fifth Congressional District to attend the meeting in Columbus, in behalf of ungraded schools, are J. T. Martz and J. E. Polly, of Darke Co., R. E. Tabler and Supt. Weaver, of Shelby, J. B. Munger and L. D. Brown, of Preble, C. W. Bennett and John W. Dowd, of Miami, T. J. Godfrey and J. C. Clippinger, of Mercer, and W. F. Torrence and O. C. Crites, of Auglaize.

—THE Board of Education of Rochester Township, Lorain County, Ohio, has engaged a writing teacher for the schools of the township. There being six sub-districts in the township, the teacher will hold school six nights in the week, but on each succeeding night at a different school-house. This is, so far as we know, the first instance in the State of the employment of a special teacher by a Township Board.

—THE preliminary circular of information in reference to the great College of Music of Cincinnati has been issued. The fall term began October 14, and the Winter, Spring, and the Summer terms will begin respectively November 28, February 10, and April 21. Twenty-seven professors are already announced and more are to follow. This great enterprise places another plume in Ohio's feathery cap.

—THE Sandusky Daily Register, of September 20, contains a full account of the educational awards given at the Erie-County Fair. The educational department was under the management of U. T. Curran, of Sandusky. Next year, no doubt, the contestants will be more numerous. We are satisfied that all our County Fairs ought to imitate that in Erie County in having an educational exhibit and literary contests.

—THE last afternoon of the last session of the Summit-County Teachers' Institute was set apart for school directors. Teachers, directors, and others made speeches and three resolutions were adopted, the first in favor of county uniformity in text-books, the second in favor of township organization and supervision, and the third in favor of hiring teachers by the year, and beginning and closing schools at the same time.

—HORATIO SEYMOUR is to contribute to the November-December number of the North American Review an article on "The Government of the United States," and James Parton one on "Antipathy to the Negro," William R. Martin, ex-President of the Department of Public Parks of New York, will write on "The Financial Resources of New York," and "The Congress of Berlin and its Consequences," will be the subject of a paper by "An Old Diplomatist."

—THE newly-organized Summit-County Teachers' Association met in Akron the fourth Saturday of September. The officers elected at the organization in August are, President, O. S. Warner, of Akron; Vice-President, Lucius Rose, of Akron; Secretary, Viola Smith, of Hudson; Treasurer, M. M. Bower, of Loyal Oak; Executive Committee, W. B. Hinsdale, of West Richfield, H. F. Derr, of Hudson, and Susie Chamberlain, of Akron. The regular times of meeting are the fourth Saturdays of each month except December, July, and August.

—SOME years ago J. Sumner Pettit was sent to West Point from this county (Columbiana) as the result of a competitive examination. Four years ago he entered the Military Academy in a class of 162, afterwards increased to 175. At the Commencement Exercises in June only 43 were graduated. Of these Pettit stood sixth. All his preparation for the Academy had been made in the Public Schools of New Lisbon. He entered at the minimum age of sixteen, while a large proportion of his competitors were not only older but were college graduates.

—"THE Cincinnati school system has been re-arranged to meet some supposed existing wants. A new grade has been added to the Intermediate, so that scholars might be better prepared for a more practical start than formerly in commencing business. The plan was adopted by a small majority in the Board of Education, against the advice of Superintendent Peaslee and many Principals. The failure of the High Schools for a few years past to advance a majority of their pupils in the lowest grade to the next higher, thus discouraging the average scholars and the plodders, has to some extent influenced this important action. It is quite likely that no scholars will be sent for admission to the Cincinnati High Schools from the Intermediate Schools next June."

—THE Butler-County Teachers' Association met in Hamilton, Ohio, October 12. In the forenoon the Hon. D. P. Nelson spoke on "School Legislation and School Progress"; Dr. John Trembly, of Reily, read a paper on "The Country School"; and H. Bennett discussed "County Supervision." In the afternoon R. M. Mitchell, of Monroe, gave a black-board exercise in "Fractions"; Supt. Dasher, of Germantown, talked on "Mathematical Geography"; B. Starr, of Seven Mile, read a paper on "The Use of Words"; R. H. Holbrook delivered an address on "First Principles"; and Nannie Kennedy, of Hamilton, read some choice selections. All the music was under the direction of Walter H. Aiken, except a duet rendered by Cyrus Falconer and Will K. Lowery.

—LONG before this time the teachers of Ohio have learned from the newspapers of the burning of the Put-in-Bay House, in which all the meetings of the Ohio Teachers' Association since 1871 have been held.

If the house should not be rebuilt in time for our next meeting, it will be necessary for the Executive Committee to select another place of meeting. On the 3d of September the President of the Springfield Board of Education, Wm. Conklin, Esq., tendered to E. E. Spalding, of Gallipolis, Chairman of the Executive Committee, an invitation to meet in Springfield. On the 5th Mr. Spalding replied that the Executive Committee would meet in Columbus the latter part of December, and then determine the place of meeting. Mr. Spalding said that after Put-in-Bay, there is no place to which he should rather go than to Springfield.

— "At Greenville, O., on the 11th of October, a Teachers' Association for the Fifth Congressional District was organized with C. W. Williamson as President, and the presidents of the associations of the counties composing the district as Vice-Presidents. Supt. Williamson is the Vice-President for the 5th district of the Ungraded Section of the State Association. This method of organization will secure the most effective coöperation with the 'Ungraded Section' in its efforts to improve country schools. The following persons participated in the exercises:—Supt. Williamson of Wapakoneta, Supt. Dowd of Troy, Supt. Baker of Sidney, Supt. Martz of Greenville, Supt. Brown of Eaton, Supt. Bennett of Piqua, Supt. Butler of Winchester, Ind., Hon. J. J. Burns of Columbus. The Association resolved in favor of making especial efforts during the year for the improvement of ungraded schools, and was unanimously in favor of county supervision."

—OFFICERS of the Ungraded-School Section of the Ohio Teachers' Association for 1878-9:—President, Hon. J. J. Burns, Columbus; 1st Vice President, A. B. Johnson, Avondale; 2d Vice President, L. A. Knight, Madisonville; 3d Vice President, H. Bennett, Franklin; 4th Vice President, W. H. Cole, Marysville; 5th Vice President, C. W. Williamson, Wapakoneta; 6th Vice President, S. F. DeFord, Ottawa; 7th Vice President, W. W. Ross, Fremont; 8th Vice President, M. Manly, Galion; 9th Vice President, J. P. Patterson, Washington C. H.; 10th Vice President, W. W. McCray, Logan; 11th Vice President, J. H. Grove, Wilmington; 12th Vice President, Wm. Richardson, Chillicothe; 13th Vice President, Geo. R. Rossetter, Marietta; 14th Vice President, J. C. Hartzler, Newark; 15th Vice President, E. T. Tappan, Gambier; 16th Vice President, E. A. Jones, Massillon; 17th Vice President, H. M. Parker, Elyria; 18th Vice President, M. R. Andrews, Steubenville; 19th Vice President, E. F. Moulton, Warren; 20th Vice President, L. W. Day, Cleveland; Executive Committee, R. W. Stevenson, Columbus, H. R. Chittenden, Oberlin, R. Heber Holbrook, Lebanon; Secretary, J. M. Goodspeed, Athens; Treasurer, Samuel Findley, Akron.

—THE meeting for the 17th Congressional District organized by Vice-President H. M. Parker, of Elyria, met in Medina, September 28. I. S. Metcalf, of the Elyria Board of Education, acted as president, and H. F. Derr, of Hudson, acted as secretary. Remarks were made by the Hon. J. J. Burns, H. M. Parker, Col. De Wolf, S. Findley, the Hon. H. H. Mack, the Hon. E. S. Perkins, the Hon. Thos. M. Beer, E. P. Bunell, H. T. Miller, W. R. Wean, R. N. Kratz, S. H. Herriman, A. A. Crosier, F. S. Reefy,

J. H. Greene, the Hon. M. Herrick, Judge Hall,¹ R. Bosworth, and Mr. Sage. S. Findley, F. S. Reefy, W. R. Comings, C. W. Oakes, and U. T. Curran, were appointed a committee on resolutions. Mr. Findley in making their report read extracts from letters received from three ex-school commissioners, T. W. Harvey, W. D. Henkle, and E. E. White, saying that the report was based upon the views therein expressed. The resolutions were passed, the first unanimously, which is in favor of creating a Township Board with one member from each sub-district. Our reasons against this resolution are given in another place. We hope no other meetings will adopt such a resolution. The second resolution in favor of County Supervision was passed with but two or three dissenting votes. The delegates appointed to Columbus were for Summit County, R. Bosworth and S. Findley; Lorain, W. R. Wean and H. M. Parker; Huron, J. A. Cobbin and C. W. Oakes; Medina, Hiram Sapp and W. R. Comings; Erie, U. T. Curran with power to choose his associate. At this meeting there were present one State Senator and three members of the House of Representatives.

PERSONAL.

—PROF. Watson not long ago made the discovery of his 27th planetoid.

—PRESIDENT E. L. REXFORD's wife is Director of Music in Buchtel College.

—P. J. CARMICHAEL is the new Principal of the Springfield High School.

—W. R. BARTON has taken charge of the Public Schools of West Bedford, Ohio.

—AABON GRADY of Sciotoville has taken charge of the Public Schools of Wheelersburg.

—JAS. L. KING has been chosen to take charge of the Public Schools of Moultrie, Ohio.

—W. D. HENKLE will attend an Institute in Uniontown, Pa., the week beginning December 23.

—E. A. CHARLTON has resigned the Principalship of the Normal School at Platteville, Wis.

—G. W. DEVOIR, of Georgetown, Ohio, has become Principal of the Public Schools at Maineville.

—O. S. B. GRIMSLEY has accepted the Principalship of the Public Schools of Hendrysburg, Ohio.

—JOHN OGDEN attended an Institute in Martinsburg, West Virginia, the week beginning October 7th.

—PROF. Lyman Coleman, of Lafayette College, is 83 years of age. He graduated at Yale College in 1817.

—E. E. MILLER, of Batesville, has been elected Principal of the Public Schools of Summerfield, Noble Co.

—THE Hon. Joseph C. Shattuck has been re-elected State Superintendent of Public Instruction in Colorado.

—SUSAN H. WHITMORE has removed her Kindergarten from the Heights in Cleveland to the East Side.

—MRS. JUDGE CLARK, of Springfield has bequeathed \$1000 to Wittenberg College, to endow two scholarships.

—L. J. POWELL has succeeded the Hon. L. L. Rowland as State Superintendent of Public Instruction in Oregon.

—MISS. L. D. HAMPTON, late chief assistant in the Louisville Training School, has opened a private school in Louisville.

—C. H. GARDNER, formerly a teacher in the Ohio Wesleyan University, died about a month ago at New Bedford, Mass.

—JAS. E. MURDOCH, of Cincinnati, has been elected Professor of Elocution in the new Musical College in that city.

—JOHN H. BROWN, the Principal of the Batesville, O., schools, has been elected Probate Judge of his (Noble) county.

—THE Right Hon. Lyon Playfair, of England, was married a few weeks ago in Boston to Miss Edith Russell, of that city.

—H. W. KENNON has charge of the Public Schools of Bladensburg, Knox Co., Ohio. He now rejoices in a new school house.

—WM. SAUNDERS, of the Sabina (Ohio) News, has changed his labors as editor for those of a teacher in the Clarksville schools.

—MRS. OSBORN, of Marion, has been chosen to take charge of the Vocal Department in the Ohio Wesleyan University this year.

—JOHN W. M'KINNON is serving his second year as Superintendent of the Public Schools of London, Ohio, with an increased salary.

—MISS H. P. GOODWIN of Akron is expected to return home from her European tour within a month or two. She has visited Norway.

—THE Hon. John H. French, of Vermont, has been chosen Principal of one of the State Normal Schools (that at Indiana) of Pennsylvania.

—WM. R. HARPER, of Denison University, has been elected Professor of Hebrew in the Theological Seminary at Morgan Park, near Chicago.

—J. H. CORBIN, one of the New-Orleans School Principals, and a correspondent of Educational Notes and Queries, died recently of yellow fever.

—JAS. H. SHULTS has succeeded Mr. Taylor as Principal of the West-Side High School, Cleveland, Ohio. Mr. Taylor has resumed the practice of law.

—MRS. M. S. DEMPSEY, who attended the last Summit-County Institute in Akron, Ohio, was a member of the first institute held in the county.

—Prof. W. H. Wynn, of the Iowa Agricultural College has declined the offer of a chair of English Literature in the Wittenberg College at Springfield, Ohio.

—A. EARTHMAN, of Wisconsin, formerly Principal of one of the Ward Schools of St. Paul's, Minn., has accepted the Presidency of a college at Humboldt, Iowa.

—THE venerable Prof. Dascomb, of Oberlin College, has been succeeded as Professor of Chemistry by Prof. Kedzie, of the Kansas Agricultural College.

—ISAAC SPRECHER, Professor of Ancient Languages at Wittenberg College, Springfield, Ohio, has resigned and taken charge of the schools at Clear Springs, Md.

—EMILY HAYWARD, formerly Principal of the Lebanon (O.) High School and latterly of Brookville, Ind., has been elected Principal of the High School at Elgin, Ill.

—W. N. HULL has sold his Commercial and Normal College at Youngstown to E. B. Webster of Farmington and has taken a position at the State Normal School at Cedar Falls, Iowa.

—THE Hon. S. R. Thompson was re-nominated last month, on first ballot, for the office of State Superintendent of Public Instruction in Nebraska. This nomination was deserved.

—THE Rev. Samuel Lunt Caldwell, D. D., of Newton, Mass., is the successor of Prof. Raymond as President of Vassar College. He graduated at Waterville College (now Colby University), Me.

—SELIM H. PEABODY, of one of the Chicago High Schools, and author of a work on astronomy (Ray's Series), has accepted a professorship in the Illinois Industrial University, at Champaign.

—THE Rev. Dr. Geo. Loomis, who a few years ago resigned the Presidency of Allegheny College at Meadville, is now President of the Foster School for Young Ladies at Clifton Springs, N. Y.

—WM. REEDER, who acted as Principal of the Public Schools of Milford, Ohio, last year, declined a re-election, and has accepted the principalship of Holston Seminary, at New Market, Tenn.

—J. P. PATTERSON, Vice-President for the 9th Congressional District of the Ungraded School Section of the Ohio Teachers' Association has been engaged actively in organizing the work of his district.

—PROF. James C. Watson, of Michigan University, has been tendered the chair of Astronomy in the Wisconsin State University. Michigan University ought to treat him well enough to prevent his leaving.

—D. R. THOMPSON, of Pataskala, is soliciting subscriptions for the Ohio Educational Monthly and Educational Notes and Queries. We trust the efforts of Mr. Thompson will meet with a cordial reception from Ohio teachers.

—J. P. PATTERSON, of Washington C. H., attended an institute at Brownstown, Ind., the week beginning August 19. During the session of this Institute an Institute Daily was issued. We have received four of the numbers.

—DR. J. W. CHENAULT, late Principal of the Boys' High School in Louisville, Ky., has opened a private school in which the year's tuition is on an average \$250 a year. Dr. Chenault is one of the best classical teachers in the country.

—E. STEIGER, an indefatigable worker in the cause of education, has opened an Educational Bureau at 25, Park Place, New-York City. For the aims and purposes of this liberal enterprise our readers are referred to Mr. Steiger's circulars which will be sent on application.

—MRS. JOHN OGDEN has in connection with Miss Hall opened October 11th, in Cleveland at the Cleveland Academy a Kindergarten. These ladies also opened at the same place October 8, a Kindergarten Training Class as a department of the Ohio Central Normal School.

—T. A. POLLOK, Superintendent of the Public Schools of Camden, met some time ago with an accident which was the result of an explosion which took place when he was giving some experiments before his school. About twenty pieces of glass entered his face, sadly disfiguring it.

—CHAS. S. ROYCE, who has for the last two years been connected with the Health Department of the National Normal at Lebanon, Ohio, has gone to Providence, R. I., to take charge of the Butler Lifting Cure; and of gymnastics in three schools for young ladies. He has four assistants in his work.

—A. N. OZIAS is now teaching mathematics in the Columbus High School. For several years he has been acting as Principal of the High School in West Des Moines, Iowa. Columbus has imported this year two teachers from the west, the other being the successor of Dr. T. C. Mendenhall in the State University.

—VIOLA SMITH and Lucius Rose were not responsible for a single one of the 1,009 mistakes made in spelling at the Summit-County Institute. To decide between them a further contest was ordered, Mr. Rose missing first. This miss whether an act of gallantry or ignorance, gave Miss Smith the opportunity of bearing off Longfellow's Poems as a prize for being the champion speller of the institute.

—LOUIS C. FORCE, a graduate of the Boston University School of Oratory, and last year special teacher of elocution in the Cleveland Public Schools, has issued a circular announcing that he is prepared to instruct individuals, classes, or schools in elocution and oratory. He will also give public or parlor readings to a limited extent. His address is Arlington Block, No. 358 Euclid Avenue, Cleveland, Ohio.

—DR. DANIEL READ died at Keokuk, October 3, of paralysis, at the age of 74. We have known Dr. Read for twenty years. He was appointed a professor in Ohio University April 8, 1825. He acted for years as a professor in the State University of Indiana, and subsequently in that of Wisconsin, from which latter position he retired in 1866, to accept the presidency of the Missouri State University, which position he held until about two years ago.

—GEO. THOMPSON, the great anti-slavery orator, died a short time ago in England. He was born in 1803. He was a remarkable man. He made three visits to America. He also twice visited India. We once had him for a guest for about a week, and learned from him many of the interesting facts connected with his eventful life. He never attended school a day in his life. He entered upon his anti-slavery work in response to an adver-

tisement which he replied to half in jest. Lord Maccaulay's father employed him. His first anti-slavery speech was made in the famous cathedral at Rochester, about thirty miles from London. We have heard most of the prominent American orators from Clay down to the present, but we think none of them were superior to Geo. Thompson.

INSTITUTES.

UNION Co.—Place, Marysville; time of beginning, July 22; duration, four weeks; instructors, W. H. Cole, Cyrus Huling, and L. M. Moon, of Washington C. H.; lecturers, the Hon. J. J. Burns, the Hon. James H. Robinson, the Rev. Dr. F. Merrick, Dr. I. N. Hamilton, and the Rev. W. G. March.

CLINTON Co.—Place, Wilmington; time of beginning, August 15; duration, one week; enrolment, 124, 50 gentlemen and 74 ladies; instructors, J. P. Patterson, W. H. Grove, T. J. Moon, W. D. Moore, F. M. Allen (one day). County supervision was endorsed, and resolutions passed in reference to the death of six members of the Institute, D. A. P. Raleigh, W. F. Grantham, W. O. Harrison, Bettie Jones, Alice Hayes, and Anna Pyle, all whom had died within the last year. Officers elected: Pres., W. D. Moore; Vice-Pres., S. W. Layman; Sec., Ruth Stotler; Ex. Com., T. J. Moon, S. H. Fish, B. E. Donaldson, Liday Bundy, and Ella Thompson.

HIGHLAND Co.—Place, Hillsboro; time of beginning, August 12; duration, two weeks; enrolment, 210, 146 gentlemen and 64 ladies; instructors, H. S. Doggett, Lewis McKibben, Ed. G. Smith, and W. H. Cole. The attendance was more regular and interest more general than usual. Mr. Ed. G. Smith, an indefatigable worker, obtained for us 46 subscriptions. Mr. Smith has for years been an earnest advocate and worker in behalf of the Ohio Educational Monthly. He never seems to weary in well-doing.

LAWRENCE Co.—Place, Ironton; time of beginning, August 26; duration, one week; enrolment 100; instructors, Prof. Edward Olney, G. S. Ormsby, and prominent teachers of the county. The citizens of Ironton showed their deep interest by attendance at the meetings. The institute was considered one of the most successful ever held in the county. Officers elected:—President, C. F. Dean; Vice-Presidents, J. W. Smiley, J. W. Cox, and W. W. Holroyd; Treasurer, M. B. Ryan; Executive Committee, John Burke, G. M. Cleary, and Ella L. Clinefelter (Sec.)

LAKE Co.—Place, Willoughby; time of beginning, August 26; duration, one week; enrolment, 85; instructors, T. W. Harvey, Wm. Mitchell, and W. W. Gist; evening lecturers, T. W. Harvey ("Three Defects in the Ohio School System," and "Study"), and Wm. Mitchell ("School Government"). Officers elected:—President, W. W. Gist; Vice-President, J. H. Shepherd; Secretary, H. Y. Crobaugh; Treasurer, Belle Morse; Executive Committee, J. R. Clague, Miss M. L. Parsons, and Kate A. Genung.

MEDINA Co.—Place, Seville; time of beginning, August 12; duration, one week; enrolment, —; instructors, Hon. T. W. Harvey, J. C. Hartzler, and Harriet L. Keeler. Mr. Harvey lectured on "Coal Formation" and "Old Probabilities." Among the resolutions passed there was one endorsing county supervision, recommending the use of the Metric System, pledging the efforts of the Institute to secure uniformity of text-books in the townships, approving occasional local meetings, and recommending every teacher to take a school journal. Officers elected: President, W. R. Comings; Vice-President, Sadie Lytle; Allie M. Elliott; Executive Committee, Hiram Sapp, E. R. Culver, and Ella Gooding.

HAMILTON Co.—Place, Mt. Healthy; time of beginning, August 19; duration, one week; enrolment, 176, 89 gentlemen and 87 ladies; instructors, W. D. Henkle (theory and practice and mathematical geography), Walter H. Aiken (music), L. A. Knight (physiology and arithmetic), C. E. McVay (physics), D. B. Moak (geography), and J. M. Miller (reading and grammar); evening lecturers W. D. Henkle ("Some of the Extreme of Metaphysics,") and T. W. Harvey ("Three Defects in the Ohio School System"). One evening was devoted to a Lyceum. The next session will be held at Newtown, Anderson Township. Officers elected:—President, C. E. McVay; Executive Committee, J. R. Cummins and J. M. Miller; Secretary, Sam. Logan.

—"The Cincinnati Teachers' Institute was held the last week of August in the Hughes High-School building of that city, and had a regular attendance of some six hundred teachers each day. The lecturers and teachers were E. M. Avery, from Cleveland, Dr. Whittaker, of Cincinnati, Mrs. M. J. Pyle, of College Hill, J. C. Kinney, of Loveland, with several Cincinnati teachers, including J. E. Sherwood of the 1st Dist., and E. A. Renner of the 3d Intermediate. The exercises were fully up to the hitherto high standard, and closed with literary and musical exercises Saturday afternoon. One hundred and thirty eight dollars were contributed by the teachers for the southern relief fund."

STARK Co.—Place, Canton; time of beginning, October 14; duration, one week; enrolment, 364; instructors, E. T. Tappan, T. W. Harvey, and Prof. Morley, of Hudson, in place of Prof. De Wolf who could not come on account of his wife's illness; evening lecturers, T. W. Harvey, E. T. Tappan, Prof. Morley, and the Hon. J. J. Burns. E. A. Jones, President, and J. H. Lehman, Sec. Strong action was taken in favor of County supervision and in behalf of ungraded schools, township districts, district and county conventions, and the Ohio Educational Monthly. The next session will be held in Massillon. A County meeting was called to meet in Canton, November 9, to which every member of the General Assembly in the District is invited. Officers elected:—President, J. H. Lehman; 1st Vice-President, Anna McKinley; 2d Vice-President, John Ellis; Secretary, M. A. Troutman; Treasurer, B. D. Wilson; Executive Committee: M. Troutman, Thos. P. Ballard, and Oliver M. Coxen.

CLARK Co.—Place, Springfield; time of beginning, August 26; duration, one week; enrolment, 203; instructors, E. H. Cook, and Anna Oglevee. The Institute was divided into sections.

NOBLE Co.—Place, Caldwell; time of beginning, September 30; duration, one week; enrolment, about 75; instructors, W. D. Henkle and Joseph Stotler; evening lecturer, the Hon. J. J. Burns (English Literature). Mr. Burns's lecture was followed by some pointed remarks by the Rev. Mr. Norcross, of Cambridge, who had been announced to lecture the same evening. Thursday evening was devoted to a *conversazione* conducted by W. D. Henkle. Mr. Burns also gave two or three day addresses. Officers elected for the next year:—Pres., Levi Merry; Vice-Pres., Nannie Patterson; Sec., F. M. Gill; Treas., Cyrus Belford; Ex. Com., A. D. Hopper, and L. R. Smith. One from each township was chosen as an advisory committee, to furnish the names of teachers in the township and secure persons to prepare essays, etc., for the next institute. The persons chosen were J. H. Brown, I. W. Danford, John Hancher, W. J. Johnson, J. R. Johnson, James Allison, O. M. Rice, Martin Young, Hezekiah Watson, J. H. Mincks, Wilson Martin, J. L. Jordan, and E. H. Craft. The county examiners were present during the week. There was a regular educational revival. Forty-eight subscriptions were taken in half an hour for the Monthly and Queries, and the teachers endorsed county supervision, and called upon the examiners to be more rigid in their examinations.

SENECA Co.—Place, Bloomville; time of beginning, August 19th; duration, two weeks; enrolment, 132; instructors, Prof. S. J. Kirkwood of Wooster (arithmetic and geography), Prof. C. O. Knepper of Tiffin (grammar and theory and practice), Prof. Robert Kidd of Moore's Hill, Ind. (reading and orthography), Prof. W. F. Lyon of Oberlin (penmanship), Prof. J. D. Luse of Zanesville (music); evening lecturers, Prof. Knepper ("Institutes"), Prof. Kirkwood ("The Sun" and "Pyramids"), Hon. J. J. Burns ("The Teacher's English"), Miss Cronise of Tiffin ("Sources of American Education"), G. W. Williard, D. D., of Tiffin ("Our Educational System"). Prof. Kidd gave three evening entertainments. At different times essays were read by Miss Cutler ("Primary Reading"), Mr. J. N. Lee ("Facts against Fancies"), Mr. J. K. Hamilton ("Our Profession, its Duties and Responsibilities") Mr. W. H. Stephenson ("The Known and the Unknown"), Mr. G. W. Moore ("Roots") Mr. A. W. Bowers ("The Dignity of the Teacher"). This Institute was pronounced the *most* interesting ever held in the county. Officers elected: President, J. C. Colleston, Attica; Vice-President, J. H. Platt, Tiffin; Secretary, Miss Hattie Cutler, Republic; Assistant Secretary, Miss Plott, Republic; Treasurer, B. F. Myers, Tiffin.

This report was furnished by the Secretary, Clara Roop.

FAIRFIELD Co.—Place, Lancaster; time of beginning, August 5; duration, one week; enrolment, upwards of one hundred; instructors, Wm. Mitchell, of Cleveland; and G. W. Welsh, of Lancaster. The session was unusually interesting and profitable.

TRUMBULL Co.—Place, Cortland; time of beginning, July 22; duration, 5 weeks; enrolment, about 150; instructors, E. F. Moulton, C. E. Hitchcock, and Prof. Churchill. Lessons were studied and recited daily. The Institute was a grand success.

BUTLER Co.—Place, Hamilton; time of beginning, August 26; duration, one week; enrolment, 75 gentleman and 55 ladies; instructors, W. D. Henkle, W. W. Ross, Alston Ellis, and L. D. Brown; evening lecturers, the first three. Mr. Ellis gave one evening a reception to the Institute. Officers elected: Pres., Alston Ellis, Vice-Presidents, J. W. Judkins and Anna H. Flicker, each of Seven Mile; Sec., Emma Paddock, of Hamilton; Ex. Com., Alston Ellis, Emma Paddock, L. E. Grennan, of Oxford, John Q. Baker, of Jacksonburg, and James A. Clark, of Paddy's Run. Day addresses were delivered by the Rev. A. J. Reynolds, of Eaton (Socrates), Lewis J. Beauchamp, and T. A. Pollok, of Camden (Physical Culture).

CLERMONT Co.—Place, Bethel; time of beginning, July 29; duration, two weeks; enrolment, 175; instructors, Wm. Watkins, Wm. Richardson, John C. Kinney, John H. Laycock, W. E. Potts, J. C. Morris, and W. H. Straight. Prof. David Swing, of Chicago, delivered a lecture, and Dr. John Hancock, an impromptu address. Officers elected:—President, V. G. Moorhead; Vice-President, T. M. Iden; Secretary, A. M. West; and Treasurer, W. H. Ulrey. Place of next meeting, Bethel, Ohio.

BOOK NOTICES.

GRAMMAR FOR SCHOOLS AND COLLEGES, by Albert Harkness, Ph. D., in Brown University. Revised Edition, embracing the results of Recent Philological Research. New York. D. Appleton & Co., 549 and 551 Broadway. London: 16 Little Britain. 1887. 357.

A NEW LATIN READER, with Exercises in Latin Composition, intended as a Companion to the Author's Latin Grammar. With References, Suggestions, Notes, and Vocabularies. By Albert Harkness. Same Publishers. 1878. Pages ix, 222.

PREPARATORY COURSE IN LATIN PROSE AUTHORS, comprising Four Books of Cæsar's Gallic War, Sallust's Catiline, and Eight Orationes of Cicero, with Notes, Illustrations, a Map of Gaul, and a Special Dictionary. By Albert Harkness. Same Publishers. 1878. Pages xxiv, 626.

Harkness's Latin Grammar has been used extensively since its publication in 1864. This revision was made in 1874. By the aid of a table all references in text-books to the first editions may be made to the revised edition. The New Reader is not to take the place of the former Reader, but to serve as part of a shorter course in which the Introductory Latin Book is not used. The third book named above contains as much Prose Latin as is usually read in Public High Schools; hence these three books with an edition of Virgil with vocabulary, making in all four, would complete the Latin outfit for a High-School Course.

APPLETONS' SCHOOL READERS: First Reader, pp. 90; Second Reader, pp. 142; Third Reader, pp. 214; Fourth Reader, pp. 248; Fifth Reader, pp. 471.

These readers were prepared by Wm. T. Harris, Andrew J. Rickoff, and Mark Bailey. The first two gentlemen have a national reputation as educators, being respectively the Superintendents of Instruction in the Public Schools of St. Louis and Cleveland, and the last is well known as the teacher of elocution in Yale College. Some months ago we made reference to this series of readers before it was complete. The set before

us is bound in a different style. The typographical execution is excellent, and the illustrations numerous. The illustrations of the first three Readers are as usual on the letterpress pages, but those of the fourth and fifth (seven in each) are full-page and printed on but one side. These full-page illustrations are a novelty in School Readers. In the Third Reader there are nine lessons scattered through the book entitled "How to Read." These we presume were prepared by Mr. Bailey. The 232 reading lessons in the last two Readers are selections from 101 different authors, besides six lessons from anonymous authors and seven from the Bible. Among these lessons are found many selections that deserve immortality and will get it. Even Coleridge's *Ancient Mariner* is given in full, but unfortunately without the marginal readings. The great and valuable characteristics of the last two Readers is the special attention given to sense reading, each lesson having appended to it suggestions entitled "For preparation." These suggestions fill on an average about a third of a page, in some cases reaching a full page. Teachers whether using these Readers or not can find much in these suggestions to help them in their work. For further points we refer our readers to our notice of the first four Readers in our August issue. C. B. Ruggles, Cleveland, Ohio, 319 Euclid Street, Room 2, agent for D. Appleton & Co., New York.

WORDS, AND HOW TO PUT THEM TOGETHER. By Harlan H. Ballard, Principal of Lenox High School, Lenox, Mass. New York: D. Appleton & Co. 1878. Pages 83.

This suggestive little book may be classed as one of the Literature Primers. The author has done his work well. Several illustrations are added for picture lessons.

KERL'S LANGUAGE LESSONS. An Elementary Text-Book of English Grammar. Edited by S. M. Perkins. Ivison, Blakeman, Taylor & Co., New York and Chicago. 1878. Pages 192. Price by mail 40 cts.

Kerl's Grammars have had a widespread popularity, but the course of study in language lessons in some cities calls for a work somewhat different from the arrangement in these books. To meet this want this little book has been prepared.

WHITE'S PRIMARY SCHOOL DRAWING CARDS. Prepared by H. P. Smith, Teacher of Drawing in the Public Schools of New-York City. Ivison, Blakeman, Taylor & Co. New York and Chicago.

These cards have twelve in each set, and contain 141 examples carefully graded for Primary Classes. The lines are white on a black ground.

DICTATION LESSONS IN DRAWING FOR PRIMARY GRADES; to accompany White's Primary School Drawing Cards. By Miss S. F. Buckelew, Principal of Primary Department, Grammar School, No. 49, New-York City. Ivison, Blakeman, Taylor & Co. New York and Chicago. 1878. Pages 92.

In this book the 24 faces of the 12 cards are given and minute directions as to the mode of teaching the cards, that is, verbal dictations for each figure.

WHITE'S SCHOOL SERIES OF INDUSTRIAL DRAWING. Free Hand. Prepared by H. P. Smith, Teacher of Drawing in Public Schools of New-York City. Ivison, Blakeman, Taylor & Co. New York and Chicago.

This series contains six books in each of which are sixteen pages of drawing paper, half of which are filled with designs. The others are to be used either for memory drawing or free-hand imitation. With these is also published a Drawing Exercise Book on brown manila paper, with Guide Points for Dictation, Designing, and Home Work. The prices of the Industrial Drawing Books, delivered, are 15 cents each for the first three, and 20 cents each for the last three. The cards are 24 cents a set. The Exercise Books, the larger, per dozen, \$1.35, small \$1.10. The publishers give a liberal discount for first introduction.

THE OHIO EDUCATIONAL MONTHLY;

Organ of the Ohio Teachers' Association,

—AND—

THE NATIONAL TEACHER.

DECEMBER, 1878.

Old Series, Vol. XXVII, No. 12.

Third Series, Vol. III, No. 12.

✓ JAPAN NOTES.

"Where does the day begin?" is a question which has attracted a good deal of attention from the readers of this journal, and its discussion, together with that of the gain or loss of a day in going round the world, has occupied a considerable space in its columns. Nevertheless it has occurred to me that the story of how we, who were passengers on the Pacific Mail Steamship "City of Tokio" during her eleventh voyage across the Pacific Ocean, had Thursday, the 12th of September, 1878, dropped out of our lives, might not be devoid of interest.

The omission of the day, although generally a topic of conversation among those on board of a vessel crossing the Pacific—often creating a ripple of thought of quite an unusual character among many travellers—is accompanied by no demonstration which would of itself attract attention and might take place entirely without the knowledge of the passenger, who would only discover that he was one day behind time upon arriving at an Asiatic port.

The way in which we learned of the loss may be briefly stated.

We left San Francisco—latitude 37° 48' N., longitude 122° 21' W., at 12 M. on Saturday, August 31, 1878. The route selected by Commodore Maury, who was in command, was the longest

of the three upon which the vessels belonging to this company sail—being almost parallel to the equator, the latitude of Yokohama being between 35° N. and 36° N. Each day at noon the position of the ship was determined and the record posted as a bulletin in the smoking room. The ship's clocks were also corrected according to the distance passed over during the previous 24 hours.

Now I do not wish to insult my readers by entering into an explanation of the changes in local time as one travels westward, but I imagine that a brief reference to it will do no harm in connection with this discussion.

Leaving the capitol of Ohio one may travel over the entire State and not have occasion to change his time to accommodate railways, steamboat, or stage lines, or other modes of public conveyance. Indeed he may go outside of his own State as we did as far as Chicago and find himself still travelling according to "Columbus time." Reaching Chicago, however, he will find his watch too fast by the amount corresponding to the difference of longitude between Columbus and Chicago. Chicago time will carry him to Omaha when another "set back" is necessary, and so this goes on across the continent, a change being made every day or two until when he reaches San Francisco he finds that if he shall arrive a little before 5 o'clock, P. M., and he has kept one watch set to Columbus time, that at home it must be just then about half past seven. In the same way, of course, when we continue our journey across the Pacific we must change our time daily if we wish it to be correct for the locality in which we may be. On the second day we were in longitude $127^{\circ} 03' W$; on the third in longitude $131^{\circ} 50' W$. and so on making not far from 5° of longitude each 24 hours—generally less however—and hence losing or gaining, whichever way you choose to look at it, about 20 minutes each day.

At noon on Wednesday, the 11th day of September, we found ourselves in longitude $175^{\circ} 14' W$., so that with favorable weather we hoped to pass the 180th meridian a little before noon the next day. The rule which our commander followed was that if this line be passed between midnight and noon of any day that day should be dropped; if between noon and midnight the succeeding day should suffer the consequences. This made it uncertain whether we should lose Thursday or Friday as the time of passage of the meridian must be very

nearly noon. In fact bad weather having been in our way during the night, we did not expect on Thursday morning that we should be able to make the passage before noon, and had resigned ourselves to the quiet enjoyment of Thursday, content that Friday, which was an unlucky day at best, should be taken from our supply of days for that week. But we were doomed to be tossed from one day into another in the twinkling of an eye.

Our last bulletin had read:

Wednesday, September 11, Latitude $34^{\circ} 40' N.$, Longitude $175^{\circ} 14' W.$, and upon hunting up our new one we found it as follows:

Friday, September 13, Latitude $34^{\circ} 33' N.$, Longitude $179^{\circ} 49' E.$

Thus although technically Thursday had been dropped—practically we had made two bites of the cherry, calling one half Thursday and the other Friday. Just before this change our time was about six and one half hours slower than “Columbus time” at home. It suddenly becomes about seventeen and one-half hours faster.

During the morning I had been musing over what was taking place at home. It was the day for the opening of the Collegiate year at the State University, and I had been picturing to myself the gathering of Professors and students—armed with renewed health and vigor for the “Fall campaign,” and thinking,—I will confess it,—with a tinge of sadness of my own work there; of the implements of warfare no longer my own. Now my reverie is disturbed by the thought that all this took place yesterday instead of to-day; or why may I not console myself with the reflection that it never took place at all?—for Thursday, September 12, is a day which has no recognized existence.

Many things of curious interest occur to which the passengers call attention.

Several persons discover that they have slept *on deck* from Thursday morning until Friday afternoon. It was discovered about 1 P. M. on Friday that we had been served with nothing to eat since Thursday morning, and immediately everybody was furiously hungry.

It is not an uncommon thing for people to look for “the line” when they learn that it will be crossed in the day time, and an English Nobleman has been known to bring his glass

up on deck that he might stand the better chance of getting a glimpse.

A poor fellow making the trip previous to this one suffered the loss of his birthday. By going back the same way, however, he may be able to have a pair of them.

It is generally so managed that Sunday is neither dropped nor doubled. Of one commander it is said that he doubles Sunday whenever it is possible and has service in the cabin on both days.

Our commodore—who never told a lie—says that he twice passed the meridian at 12 M. precisely, so that it was one day at one end of the boat and another at the other end. The "City of Tokio" is 424 feet long, and therefore abundantly able to reach into two days. Our commodore—whose veracity has never been questioned—goes on to say that in this way it has occurred that there was card playing in the smoking room—which is forbidden on Sunday—and divine services in the Social Hall—which is forbidden the rest of the week—at one and the same time, the first being "fore" and the other "aft."

I have a sort of an impression that there may be here and there among the readers of this journal—a miserable skeptic who may signalize his stupidity by doubting the above utterances of the worthy commodore, but I, who have listened to this venerable sodium chloride, have no patience with such.

Not many years ago the story of fishes that could rise out of the water and fly through the air for a considerable distance was thought to be a myth. On our voyage we saw thousands of them. They were quite white in color and about one foot in length. They rise out of the water very quickly and fly with considerable rapidity, although there seemed to be little—if any—perceptible motion of the "wings." I was astonished at the distance of their flight which in many instances could not have been less than 200 or 300 feet. I believe Prof. Wyman, who studied these fishes in the Gulf of Mexico, detected a very rapid vibration of the wings which we probably failed to notice on account of the distance. They seem to refresh themselves during the flight by sinking to the wave and lightly touching the surface with their wings.

When one has sailed and steamed for twenty or thirty days without seeing land he begins to comprehend the importance of the use of latitude and longitude for the determination of the place of the ship. When we were two or three days out

we were hailed by a sailing vessel from Liverpool which was 123 days out, bound for San Francisco. The captain was very anxious to get his "bearing" as he had been unable to make a good observation for some time. His own record proved to be some 30 miles out of the way. The officers of our ship said that under favorable circumstances the position of a ship at sea could be determined with an error not greater than 2 or 3 miles. We had every reason to be satisfied with the practical exhibition of their skill. We first sighted land at 10 o'clock in the morning, and at a little past 12 M. we were in the Bay of Yedo.

One of the officers on board declared he could see the moons of Jupiter with the naked eye. He did describe their situation correctly as I examined them at the time with a field glass. I had no other opportunity for making further test. Occasion was not wanting, however, for observing the keen eyesight of seamen. A sail would be detected by them long before it would become visible to the untutored savage, who was accustomed to live upon land.

The careful and critical reader will doubtless discover that there is nothing in the above notes about Japan, and he may be led to remark to that effect. Let him be patient; we have now reached Japan.

Imperial University, Tokio, Japan, Oct. 1, 1878.

T. C. M.

"WHAT I KNOW ABOUT UNCLASSIFIED SCHOOLS."

[This paper was read by Hiram Sapp, Superintendent of the Public Schools of Wadsworth, at the October meeting of the Northeastern Ohio Teachers' Association. Last year Mr. Sapp had charge of one of the unclassified schools of Cleveland. The remarks appended to the paper were made by L. L. Haskins who has charge of the other unclassified school in Cleveland.]

It is not with any notion of ability to instruct the members of this Association, that I have consented to read a short paper upon the Unclassified School, but rather as an obedient soldier, in answer to the summons of your committee.

I shall not weary you with an attempt to reason broadly and deeply, developing the reasons for and against such schools; for such a course would not be just to my hearers or myself. I shall, with your indulgence, present a brief catechism, in which

an attempt has been made to answer the questions most likely to occur to your minds, and some of which my experience may have rendered me able to answer. I shall be glad to furnish any further information that I can, in answer to questions from the members of the Association; as my highest ambition in this undertaking is to contribute a little to the data from which abler minds may deduce practical conclusions.

1. What is an unclassified school?

In the fullest sense of the expression, I understand it to be a school in which each pupil is entirely independent of every other pupil in the character of his studies, and his progress therein. In a modified sense, it is a school, in which, for various reasons, the instruction is directed especially to individuals and not to classes, although they may be pursuing the same general course of study. In the former sense, an unclassified school, like an absolute monarchy, is hard to find; while in the modified use of the expression, may be included schools of very diverse character and design.

Some of the country schools have many of the elements of unclassification; cities and villages often establish night-schools and sometimes day-schools for pupils in such circumstances that they can attend only irregularly, and hence are unable to find classes adapted to their needs; and a few places have made the experiment of a school for the incorrigible and vicious. All of these, of necessity, are unclassified and unclassifiable.

Of the country schools, I shall have nothing to say here to-day; in regard to the schools intended for the accommodation of boys who work, or of those who go for a brief time to catch up with classes, I would call your attention to the address of Superintendent Andrews to the Ohio State Teachers' Association in July, 1877. From his address, and from the ensuing discussion, we may conclude that in a very few cases only, have these schools accomplished that for which they were designed, and that the majority have not only failed to accomplish the work intended, but have actually wrought injury to the schools with which they were connected.

To the third kind, or reform school in connection with the graded schools of a city or village, I will now confine my theme.

2. Where have they been tried?

As far as my knowledge extends, only in New Haven, Springfield, and Cleveland.

3. What has been the result of these trials?

Superintendent Andrews quotes from Superintendent Marsh's report of the New-Haven school, as follows:—

"For a time the effect * * seemed salutary, but during the three years from 1871 to 1875 inclusive, there has been a retrograde movement, the number of truancies nearly doubling; partly from the fact that pupils whose parents object to their being sent to the truant school, *cannot be forced to go there*, and partly from the fact that among the lawless elements there congregated, the effort to escape from the restraints of school is more frequent and more successful than elsewhere."

The report from the truant school of Springfield is said to be more favorable, but as I have no information of either except that contained in the address of Superintendent Andrews, I will proceed to give a somewhat more particular account of one of the unclassified schools of Cleveland, for it happens that Cleveland has two, both organized, however, upon the same plan.

4. For what reason and upon what authority are pupils assigned to this school?

The rule of the Board of Education upon this matter is as follows:—

"Whenever, on due inquiry and investigation, it shall appear to the Supervising Principal of a district that the attendance of any pupil, either by reason of incorrigibility or immoral conduct, is pernicious to the interests of the school of which he is a member, the Supervising Principal shall refer the case in full to the Superintendent of Instruction, stating the reasons which may have led him to that conclusion, and at the same time, he shall notify the parent of said reference to the Superintendent. Thereupon, the Superintendent may, on conference with the parent, transfer the said pupil to the Unclassified School, if no objection be made by the parent; but if objection be made, it shall be the duty of the Superintendent to submit the case, with all the necessary information pertaining thereto, to the Committee on Discipline, who shall, at their discretion, return the pupil back to the school from which he came, for further trial, assign him to the Unclassified School, or report him to the Board for Expulsion, as they may deem best."

As a matter of fact, very few parents so strongly object to the assignment, as to make a reference to the Committee necessary.

The offences for which pupils have been thus assigned, are general and incorrigible mischief and disorder in the school-

room, frequent fighting, ill-treatment of smaller pupils, truancy, theft, foul language, shooting pistol in school-room, extreme disrespect to teacher, extreme cases of disobedience, etc.

5. Are girls assigned to this school?

None have been so assigned, although the rule of the Board does not fix any limit based upon sex.

6. Do all go who are assigned?

Nearly all, but many leave before the lapse of many weeks.

7. How long before pupils may have another trial with their classes?

The rule says, "On sufficient evidence of good conduct, the Superintendent may return a pupil * * back to the school from which he came, but not during the term that he was sent." Some give this evidence very soon, and some never do.

The shortest time a pupil has been kept in the school is about five weeks, and the longest nearly three years, or from the opening of the school until the present time.

8. What is the effect upon the pupils assigned?

The effects are as various as the dispositions, and I will not particularize.

9. What is their conduct when allowed to return to their classes?

Sometimes good, often bad, very often good for a time, but gradually lapsing into the old style, and requiring a reassignment to the unclassified.

10. From what nationality and classes of society do these boys come?

In the school under consideration, about 28% were Jews, 22% German, 14% colored, 8% Irish, and the remainder principally American. Their parents are generally very poor, earning a living by such reputable means as washing, sewing, digging, rag-picking, whitewashing, etc., or such disreputable means as keeping saloon, begging, or stealing. Some of the boys always carry with them the odor of the tobacco shop, in which they eat and sleep; others, the odor of the sewer, in which I have some reason to believe *they* eat and sleep. Some are the sons of habitual drunkards and others the sons of criminals. Occasionally one comes from a home of competence or even of wealth, but such are always ashamed of themselves, earn their way out as quickly as possible, and never come back the second time.

11. What is the effect of this school upon discipline in the other schools?

I am told by Supervising Principals and teachers that it proves very effective as a restraining influence.

12. What means of discipline are used?

All reasonable means have been used, corporal punishment being resorted to in extreme cases; and as all, or nearly all, the pupils are extreme cases at the time of their assignment, it will be apparent that it is resorted to quite often; and, indeed, some of them are so accustomed to this argument at home that they seem incapable of understanding any other reason for obedience except the fear of the rod.

13. What is the effect of corporal punishment?

The effects upon the individual punished are extremely various. A few are completely subdued by their first punishment, and never give serious trouble afterwards. Some are subdued for a while, but require a repetition of the punishment at intervals of a term, a month, or a week. Others are made sullen and obstinate, and although they render obedience, it is the grudging obedience of fear and compulsion, and scarcely better than open disobedience. The effect upon the school at large is to impress the pupils that disobedience brings a sure and severe penalty, and that the best course for them to pursue is the course which enables them to escape this penalty. The effect upon the former teacher, was to *convince him* that corporal punishment is a barbarous influence, used by the teacher only as a sign of weakness, and the best thing to do in less than 5 per cent of the cases in which it is used. The only excuse for its use in the other 95 per cent, is that it is prompt, and will accomplish a part of the results to be obtained otherwise only by a process requiring much time, trouble, patience, and wisdom.

14. What kind of instruction did you give, and how much?

Very poor instruction, and very little of it. An attempt was made, at all times, to keep in view the work which the boy would be doing if he had remained in his class, but, from necessity, we often strayed far from the established course.

15. How many of these boys were unfortunate by reason of physical infirmity?

When the total enrolment had reached fifty, I made memoranda which shows that there had come to my knowledge facts showing physical misfortune in the case of fourteen of the fifty.

One had suffered from an abscess which had injured his sense of hearing, and seemed to have affected his mind. A second was subject to epileptic fits. Another had a terrible scar upon

his face, evidently the result of a burn, but several attempts to obtain the history of the case from his father, were without result. One had had his foot crushed by a street-car, and was subject to most terrible convulsions of pain, when hurt anywhere near the nervous trunk leading to that foot. Another had lost an arm. Another had been crippled by a broken leg. Another was a stammerer. Another had been rendered idiotic by a sun-stroke. Another was subject to fainting fits having their origin in a fall which had resulted in injury to the brain. *And five were left-handed.*

These facts are mentioned thus particularly because I believe they go far in accounting for the dispositions of the boys.

Take the left-handed boys, for example. I can see how an attempt, by a teacher lacking in the qualities of tact and patience, to teach one of them to write with his right hand, might lead to a feeling of antagonism between them, and finally result in open conflict. I will not dwell upon this point. The mere suggestion will be understood by all.

16. How many were orphans?

Of the fifty mentioned above, three were full orphans, three had fathers living but no mothers, and *thirteen* had mothers living but no fathers.

17. What finally becomes of the absolutely incorrigible?

Some go to the State Reform School, some to the State Asylum for "Idiots," some to the City House of Refuge and Correction, and some to the streets to graduate in crime, whence we may follow them, in imagination, to the penitentiary and the gallows.

18. What is the effect of bringing together in one school, so many of the worst boys of the city?

It seems to me to be bad. It gives opportunity for a broader organization of youthful mischief and crime, which must be detrimental to the easiest preservation of law and order in future years, if not at once.

19. What are the essential characteristics of a teacher for such a school?

There are two classes of men who may succeed.

The first is the man of benevolent mind, willing to sacrifice his own ease for the good of the lower classes of society, and desiring no reward except the approval of his own conscience and his God. Moreover he should be a man of quick penetration, sound judgment, and inflexible firmness.

The other is the man so situated that he *must succeed or starve.*

Mr. Chairman:—Our Unclassified School on the West Side is far different from that mentioned by Mr. Sapp. We know that the effect of bad children in our schools cannot help but be injurious to a certain extent to all with whom they may

come in contact, and to some it most certainly proves ruinous. Their deeds are of such a class, that the Reform School cannot take them in, neither should they be turned into the street. They can be, or at least one-half of them, can be reformed and returned to our schools in good condition. This I know *can be* done, and that too without much corporal punishment. I can refer you to two boys that were sent to my school as thieves and pickpockets, and contained the elements of all wickedness, that have been returned to their schools that now their parents as well as teachers and associates speak well of them. Let me now cite two or three cases that the Reform School cannot reach. Come here, William. I understand you have a quantity of tobacco stubs. *No, sir!* Now examine: In one pocket is found an old pipe, etc., in another smoking tobacco, in the bottom of his pantlegs a large handful of stubs. Are these yours? Yes, sir. Haven't you lied to me? Yes, sir. What shall I do with you? Whatever you like. Again, Andrew, did you steal that gold ring? No, sir. Take off your shoes. Is this the ring, in this toe? Yes, sir. Once more: Who has a key to my desk? George. What are the other keys? Keys to the doors and closets. Where did you get them? Found them, etc., etc. These boys are returned to their schools.

Mr. S. says those in his school were deformed, &c., parents poor, &c. In my school I have but one case that might be called demented. As to wealth, about one-half are in easy circumstances. I have kept all of the scholars sent me in their grades. At the yearly examination thirteen out of twenty-three were advanced.

● They all seem well pleased with their school and generally are very much interested in their studies, prompt in attendance, and as good as the generality of children in behavior. The old saying, the more you whip a dog, &c., applies here. Those that I am the most strict and severe with are as firm friends to me as others that I am not obliged to correct.

It will be found on a close examination that the parents are frequently the cause to a great extent of this state of affairs with their boys. For instance, I tried hard to have a father see that it was useless to whip his boy for misdeeds; I kept him in school for two months with a marked improvement; he ran away. His father stripped him and cut the blood out of him, and washed him down with salt and water. He brought him to school the next day and the *next* day he ran away and is now on the streets. My scholars wish to remain with me, and parents have been to see me a number of times to ask whether it cannot be done; but as 400 good merits return them if seconded by our Principal, this of course cannot be done. I will now close by saying that as to the Unclassified Schools for those who are in shops part of the year, I will simply say that our Board of Education have passed a resolution granting such a school to any section that sends in twenty names of persons requesting one.

EDITORIAL DEPARTMENT.

—THE present issue of this periodical is the last of Volume 27. The older *live* teachers of Ohio well know the vast amount of important matter contained in the volumes now published, which, doubtless, if they had been sent beautifully bound to Paris, would have received a gold medal instead of the Honorable Mention accorded to the few separate numbers sent by us not for award but merely for reference. Among our editorial predecessors we name with pride Dr. A. D. Lord, the Hon. Anson Smith, W. T. Coggeshall, and the Hon. E. E. White, whose editorials were sensible, spicy, and vigorous. The mention of the contributors to these volumes would be a reference to a very large number of the prominent educators of Ohio. We shall not claim that this periodical is the best published in America, because we have become accustomed to see even the poorest periodicals praised by some teachers as the best. This shows that school periodicals of all kinds have something in them to please certain teachers. We are much pleased to see these commendations of our contemporaries, great and small, because they are an offset to the criticisms of fastidious teachers who see nothing of value in any school journal.

—WE have never been able to understand how a teacher can ever have the face to give as an excuse for not taking a school journal the want of time to read it. An excuse like this indicates such an amount of either outside work or dissipation that the School Board employing such a teacher may well begin to consider the propriety of a continuance of employment. Some Boards refuse to employ married ladies, evidently on the ground of their absorbing cares outside of the school-room. We suggest that Boards next consider the propriety of passing a resolution against the employment of *unmarried* ladies whose time is so taken up with choirs, societies, parties, etc., etc., as to leave them no time to read the current literature of their profession. Such teachers when out of a situation are often very ready to write to prominent State, city, or village superintendents, or even to editors of school journals for aid in getting new situations. When recounting their virtues as teachers it would be well for them not to include among these the one of doing so much outside work when teaching that they have no time to read school journals.

—WE consider it in the line of every Superintendent's duty annually to call his teachers together to impress upon them the propriety of subscribing for and reading at least one good school journal, and letting them know, too, very plainly, that a failure to do so meets with his unqualified disapprobation. Some of our Ohio superintendents never fail in this duty, while there are others that disregard it entirely either from neglect or be-

cause they consider it no part of their business. Some are fearful of losing their places and hence do not like to make themselves felt in a manner which may engender the opposition of shirking teachers. There are some, however, who have secure positions, who dislike any efforts of this kind more than a passing recommendation. In such cases we suggest to the generals the selection of some dashing cavalry officer for the service.

—IN some schools the teachers unite to secure half a dozen or more school journals. This is a very commendable thing but it has the objection of not giving any teacher a full set of journals for preservation. We think that in such cases every teacher should subscribe personally for one school journal and advance enough for another and that the others be placed as common property for circulation. It gives very little support to a State journal for a dozen teachers to unite in a club and take but one copy for the whole number. Our advice to every teacher is to take at least one school journal for exclusive home use.

—WITH this number many of the subscriptions to the *Monthly* expire. We hope that all superintendents and teachers that believe the *Ohio Educational Monthly* is worthy of their continued support will renew promptly and do all in their power to send us large lists for next year. One of the features for next year will be notes from Japan promised us by Dr. T. C. Mendenhall so well known to Ohio teachers. The coming year will be one of great educational activity in Ohio. It should be remembered, too, by those teachers that wish to take any of the three weekly school journals with the *Monthly* that we can furnish them at reduced rates. An old or new subscriber to the *Educational Weekly* or old subscriber to the *New-England Journal of Education*, need add only 75 cents to the regular price, \$2.50, of either of these journals to get the *Monthly*, or a new subscriber to the *New-England Journal of Education*, need add only 25 cents to get the *Monthly*. An old subscriber to the *New-York School Journal* need add only \$1.00 to regular price, \$2.00, to get the *Monthly*, or a new subscriber only 50 cents. We also club with our excellent contemporary monthlies of other states as well as with the leading monthly and bi-monthly magazines and reviews.

—WE extend our sympathy to the teacher who now meets an entirely new class of pupils—they do know so little, they make such ridiculous mistakes, and they have no idea of order! Patience! dear toiler! It is possible for children to forget in three months, some of the things learned last year. If the memories of "glorious" rambles through the woods and of delicious baths in shady streams have partially obscured the lessons which Miss Blank was supposed to have taught, do not worry yourself with too much reviewing, but go on with your own work. The past is not obliterated but only temporarily obscured. Dispel the mists with the sunlight of fresh instruction. At the risk of being called heretical we

maintain that too much time is often spent in reviews at the beginning of the term.

Nor is it right to cast reflections on our predecessors because the pupils do not, from the first behave with the utmost propriety. Children are like cattle—when turned into a new pasture they always try the fence.

A.

—PRES. Hinsdale has shot a Parthian arrow, at least, it may seem to be such to those who thought that he was routed and in full retreat from the battle field of the Northeastern Ohio Teachers' Association. We have not time this month to attempt to draw the arrow from the quivering flesh of our common-school system. Whether the wounded will survive time alone will determine. In the meantime we hope some one of our readers will prepare for the *Monthly* a four-or-five-page *résumé* of Pres. Hinsdale's points of criticism, freed from all argument or testimony, in order that the whole may appear in a clear light. Such criticisms are to be desired because, if unjust, their refutation will only strengthen the common-school system, and if just they will tend to the removal of its imperfections. We are not a believer in the perfection of the system. We have heard from the mouths of Ohio school superintendents severer charges against the routine of teachers than Pres. Hinsdale has ventured to make. We refer in what we have just said to a pamphlet recently published, entitled "Our Common Schools:" a Fuller Statement of the Views set forth in the Pamphlet entitled "Our Common-School Education," with especial reference to the Reply of Superintendent A. J. Rickoff. By B. A. Hinsdale, A. M., President of Hiram College. Cleveland, Ohio: Cobb, Andrews & Co. 1878. (The publishers will send a single copy by mail for 25 cts., or 5 copies for a dollar.)

—SOME months ago we quoted from a letter of Pres. Hinsdale's calling for a formulation of the fundamental principles upon which high-school education is based. We made some comments. To these we take pleasure in adding the following quotation from a pamphlet (reprint of an article in the *New Englander* for May, 1878) by Chas. Kendall Adams, Professor of History in the University of Michigan. The title of the article is "Higher Education and the State. The Lesson of Colonial Days," The whole article is worthy of a careful perusal.

"It is sometimes claimed that taxation of the whole for the higher education of the few is unjust. But the claim, if admitted, strikes a blow at every species of advancement. The right to tax for education of any kind is not a natural right, but a right which is founded on the broad basis of public utility and necessity. And rights of this nature are among the most sacred and the most respected. It is they alone which give to the State the power to provide for those varied conditions of national growth and preservation which lie beyond the domain of individual and corporate action. It is they alone which give us postal facilities on the frontiers, construct our harbors, erect our light-houses, and conduct our national surveys. It is they alone which enable the State to lay its hand on the shoulder of the citizen and force him into the army for the preservation of the commonwealth. The country has been developed and preserved through the perpetual exercise of these

rights,—of rights which embody the theory that “the State may do what the State needs to have done,” and that “for this purpose it may muster whatever men and means are required.” On any other theory the resources of no country can ever be developed. Suppose the government had said to commerce: Harbors and light-houses chiefly concern shipowners and merchants, and only indirectly interest the masses of the people; it is manifestly unjust to tax the whole for the benefit of the few. You must therefore make what improvements you desire by voluntary association and contribution. Nobody can fail to see that the result would have been lighters instead of harbors, and lanterns in the place of light-houses. And lanterns where we ought to have light-houses is just what our system has given us in education. The doctrine acted upon as a basis of political and legislative guidance leads directly and inevitably to barbarism. No nation ever did act upon it, and it carries with it such manifest and hopeless impotence that whatever theoretic speculations may be rife, it is safe to say that no nation ever will.

—R. W. STEVENSON, the Chairman of the Executive Committee of the Ungraded-School Section of the Ohio Teachers' Association, writes under date of November 20, that the time of the Grand State Educational Rally at Columbus, has been fixed for January 10 and 11, 1879. This time, although not so convenient for practical teachers as the week before, has been selected because the General Assembly will not meet until January 6. We hope the committee will endeavor to secure a reduction of rates upon the railways and thus secure a large attendance. It remains now for practical educators to go to work to induce active friends of education, not practical teachers, to attend this meeting. We hope to see in attendance a large number of editors, lawyers, physicians, clergymen, farmers, and business men generally. We want this meeting to eclipse in zeal, numbers, and results, all previous educational meetings ever held in the State. Let everybody come, for every lover of education should be interested in the movement. In our January issue we expect to publish all the particulars which the Executive Committee shall be able to furnish. Our readers in the meantime should secure the frequent announcement of the meeting in their local papers.

COLUMBUS, OHIO, November 18, 1878.

Friend Henkle:

It is probably time for some one conversant with the doings of the “Ungraded-School Section,” to report progress.

I need not re-state the facts of the organization of this new branch of our State Association, nor give the names of its Vice-Presidents—from some of whom we should be so glad to hear.

In pursuance of the unwritten plan, to hold a convention in each Congressional District, and talk over the needs of our rural schools, and the defects in our Educational System so far as it pertains to those schools, and see whether there was not something near a unanimity of opinion in regard to the remedy or remedies, several such Associations of teachers and other friends of education have been held.

These have, in the main, been well attended; discussions have been participated in by teachers, directors, members of city Boards, editors, and members of the General Assembly, and by the Governor of the State.

The Medina meeting, before outlined in your columns, was followed closely by similar conventions at Greenville, 5th District, under charge of Supt. Williamson, of Wapakoneta; Marysville, 4th District, managed by Supt. Cole, of Marysville;

Warren, in the 19th District, of which Supt. Moulton is Vice-President; Washington C. H., 9th District, in the hands of Prof. J. P. Patterson; Miamisburg, 3rd District, wherein Supt. H. Bennett is acting manager, and Sandusky under management of Prof. Collins of Sandusky.

I was fortunate in being able to be present at all of these gatherings except the last named. Am now engaged for every Saturday this year. Supts. De Ford, Richardson, Ross, Jones, Andrews, Hartzler, and Dr. Tappan, are each preparing for a convention at some time before Christmas.

Besides these meetings called primarily in this interest, papers were read and discussions had upon the vital topic of some means of procuring County Supervision, at the Tri-State Association and the Northeastern Association. The Central Association passed a resolution without debate—of course upon the right side.

This is a brief statement concerning meetings held.

After our circular, of which mention was made in the *Monthly*, we are sending out petitions to the General Assembly, for signatures. We rely upon the Vice-Presidents to put these in the course of distribution to the sub-districts. I may remark, parenthetically, that I have a second edition, ready to be sent out on order. If these can be presented to the people of the State, especially to those primarily interested—the residents of rural districts, with a few well-chosen words showing the economy, the wisdom, the real necessity, of some such measure as the one for which we ask; and then, numerously signed, find their way to the Representatives of the people in the General Assembly, I believe that Ohio can have County Supervision. But thus to argue our case in the halls of the Legislature with words made eloquent by the underwriting of tens of thousands of those who read and think and vote, the teachers of Ohio in city and country, must make a long pull, a strong pull, and an all-together pull.

In the rural districts, some of the teachers are actively in favor of this movement, but the very state of things which so imperatively demands this reform also brings it to pass that many teachers of the sub-districts are not in favor of it. They need to be convinced that a county superintendent with a heart and soul in him, must be the *worthy* teacher's best friend; and he will do a lasting benefit to the schools, by showing the unworthy from whatever cause, that his proper path in life points away from the school-room door, and kindly to urge him to stand not upon the order of his going.

We do not expect a County Superintendent to be a panacea for all our educational ills.

We do expect him to collect statistics which shall be reliable, and to do this service—an important one in the judgment of any person who has given it thought—more economically than it is now done.

We expect him to do efficient service in aiding the large number of inexperienced teachers who, of necessity, must be received into our schools every fall as teachers, to organize their schools so as to obtain the best results from time and labor, and to give hints after seeing school and teacher, upon the essential matters of school government and management—quiet lectures—but to an audience quickened to attention by the sense of immediate need—mental and moral pabulum to one an hungered.

We expect him to be an efficient and economical conductor of teachers' Institutes. Being acquainted with the wants of his fellow-workmen, he is ready to provide proper remedies. Will not be forced to give the patient fits so as to use the medicine in the shop, or to treat all cases from one unfailing bottle of all-sorts—towards which line of therapeutics there is a tendency when one prescribes off-hand. I mean to assert that the time of our Institutes can be much extended without increase of cost, and their efficiency as training schools greatly increased by having this officer at their head.

As examiner of teachers or as a member of the Board, we expect him to add method and certainty to our manner of examining applicants to teach, and when he examines teachers he will allow their licensing to depend upon what they have done in the school-room and are able to do again, not upon what they can write down upon a sheet of paper of what they know of books, or guesses at what they think they can do.

We expect him to be a faithful and competent inspector of schools; and we be-

lieve this inspection to be a condition precedent to an effective working of a system of schools as it is to getting good results from a cotton factory or a machine shop. The maxim in Holland is, "As your inspection is, so is your school."

We expect him to be a missionary among the people to preach the gospel of punctuality, promptness, mental industry, obedience to law, good books to be read in pleasant homes, the importance of something more than the bald formulas of a few text-books to the future fathers and mothers of those homes in which history shows that the great leaders of our Republic are born and have their early training.

But I did not set out to discuss the merits of the question, but to sketch an outline of what is doing in this educational work, and to try to induce those who are yet holding aloof to join in another effort for a glorious end.

Let us have County Supervision on a right basis and the schools of Ohio will have a new inspiration in their future career, and we shall be glad that we lived in this time and labored in this cause.

J. J. BURNS,

President Ungraded-School Section O. T. A.

"MYOPIA IN THE PUBLIC SCHOOLS."

—"Some months ago this journal called attention to a paragraph from the New-York Tribune beginning with the above words—a paragraph well worthy the attention of every teacher. Probably most of our school buildings as they now are cannot be used without more or less injury to the eyesight of pupils. Too much cannot be said (if it be all truth) in advocating their improvement.

Teachers ought to instruct their pupils as to the proper use of light, and to warn them against using their eyes in reading, writing, sewing, etc., with insufficient light, and especially twilight; they should show them the importance of holding the book so that a line from the eye to the word shall be perpendicular to the page and the letters thus prevented from being foreshortened and appearing smaller and less distinct.—Teachers ought also to make publishers understand that they object to the beautiful but injurious gloss that is now-a-days often found on the paper of our school books. The glitter which it produces over the words makes the reading of them difficult and taxing to the eye.

But have the investigations in this matter gone quite far enough? It seems to be too much taken for granted that the public school is the only place to look for the sources of myopia. Let us have some statistics as to how many of these short-sighted pupils habitually read the abominably-printed matter of our daily newspapers or of the "blood and thunder" story papers and other sort of cheap trash, abominable in more ways than in the quality of its print. Let us have some statistics as to how many pupils are constantly injuring their eyes by straining them by gaslight or lamplight over these injurious combinations of fine print, blurred letters, and dark straw paper. For it is a noticeable fact that the poorest type is put to the poorest paper with the poorest press work mainly in producing these publications. After some investigations of this kind we shall be better able to decide how much of the evil is really caused by the public schools."

A. G. B.

—“‘OBJECT lessons’ were so thoroughly discussed a few years ago that we now hear little said on the subject. The mistakes which some teachers made in their first lessons on objects arose from a failure to understand the subjective purpose of such lessons. Many failed to see that in object teaching as practiced by Pestalozzi it was the subjective training of the pupil—the developing of his power to see, to compare and to judge, and to express his judgments intelligibly—which was of value, and not the objective symbols in the form of facts about the object presented. Hence some teachers have discarded the old name as misleading; they no longer give “object lessons” but “observation lessons.” The new name is an improvement.”

A.

EDUCATIONAL INTELLIGENCE.

—WHEN notified that a subscriber has failed to receive any number of this journal due him, we always remail it. All changes of address should reach us by the twentieth of the month preceding the one in which the change is to take effect. If a subscriber should delay the order for change of address until after a number shall have been sent to his former address, he should forward a two-cent stamp to the postmaster to pay for forwarding the number. Subscriptions should begin with January, April, July, or October.

—THE fall enrolment at the Normal School at Ada was 307.

—THERE are 198 students attending the State University at Columbus.

—THE Boarding-Around System is still practiced to some extent in Canada.

—THE New-York School Journal appears now with a new and neater title-heading.

—THE schools of San Francisco contributed 6000 dollars to the yellow-fever sufferers.

—THE Michigan State Teachers' Association will meet in Lansing, December 25-27.

—THE State Normal-School building at Emporia, Kan., was burned about a month ago.

—THE Illinois State Teachers' Association will meet in Springfield December 26 and 27.

—THE Maine Educational Association will be held in Brunswick, December 26, 27, 28.

—THE Iowa State Teachers' Association will meet in Marshalltown, December 25, 26, 27.

—IN the last two months of the Fall Term of the Leetonia Public Schools there were only 65 cases of tardiness.

—THERE are 32 members of the Faculty of Dartmouth College. Among the students now in attendance 10 are from Ohio.

—THE last Indiana State Fair had an educational exhibit which attracted much attention. Can't Ohio take the hint.

—SEWING is now taught to more than 1000 girls in the primary and intermediate departments of the Public Schools of Providence, R. I.

—THE Mt.-Auburn Young Ladies' Institute has been reopened under the presidency of H. Thane Miller. It is said that its prospects are flattering.

—THE Teachers' Association of Logan and Hardin Counties held a two-days' meeting at Belle Centre, Nov. 8, 9. We have received no account of the proceedings.

—THE November issue of the Pacific School and Home Journal devotes about thirty pages to the proceedings of the California State Teachers' Association held in September.

—THE 12th number of the National Normal Reunion has been issued. It is for the 92d session of the school. It contains an article on mounting material for an educational exposition.

—THE enrolment in the Public Schools of Washington C. H. for October was 591. All the teachers except two attended the Central Ohio Teachers' Association in Dayton, October 25, 26.

—THE next meeting of the Indiana State Teachers' Association will be held in Ft. Wayne, January 1, 2, and 3, 1879. The Indiana School Journal for November contains a complete programme.

—IN the month of October there were but 16 cases of tardiness in the Public Schools of Oxford, which has five departments beside the High School. In the High School there were no cases of tardiness.

—THE Wisconsin Report for the year ending August 31, 1877, by the Hon. Ed. Searing, is a voluminous document of 330 pages. Mr. Searing gives at length in this report the history of the text-book conspiracy.

—SOME schools are announced as trying the experiment of keeping the same teacher for a given branch, so that the instruction may not vary as the pupil advances. This is organizing schools on the college plan.

—"*The Educational Friend*" is the title of a paper published in Mansfield, Ohio, in the interest of the Normal College under charge of J. Fraise Richard. It is intended for free circulation, one number being issued each term. See advertisement.

—THE famous Greenwood Cemetery contains 450 acres, 200,000 graves, and 20 miles of paved streets. The cemetery company has expended 3,000,000 dollars on the grounds and the lot owners more than 5,000,000 dollars more.

—THE Massachusetts Teachers' Association will meet in Worcester, the first session being on the 26th of this month (Dec.). One of the exercises announced in the programme is "Education in Paris," by the Hon. John D. Philbrick.

—We hope to give in our next issue the proceedings of the Educational Convention for the Third Congressional District called by Vice-President H. Bennett, to meet in Miamisburg November 16. He had invited a large number of prominent educators.

—THE Report of the School Committee of the Town of Milford (Mass.) for the year 1877-78 is a pamphlet of 32 pages. The Hon. J. W. Simonds formerly State Superintendent of Public Instruction in New Hampshire is now the Milford Superintendent.

—THE Excelsior Teachers' Association met in St. Paris, Ohio, November 2. Mrs. A. A. Roberts, E. D. Hawke, and B. D. Berry took part in different exercises. Prof. J. C. Ridge gave an address on reading. Adjourned to meet at District No. 3, November 23.

—A grand educational meeting for the 12th Congressional District has been called by Vice-President, Wm. Richardson, of Chillicothe, to meet in Portsmouth, the first Saturday of this month (Dec.). An educational address will be delivered on Friday evening. The good work goes bravely on.

—WE have received a 27-page pamphlet by Dr. Jas. Hoose, entitled "I. What are the Common Schools of New York at the Present Time? II. Some Inferences therefrom. Or an Inquiry into the Conception of the Terms Common School and High School, and the Laws of Tendency which govern their Relations to the State."

—THE Calendar of the University of Michigan for 1877-8 contains 156 pages. It shows that 98 of its students are from Ohio but of these only 13 are in the Literary Department, while 47 are in the Law Department, 5 in the Pharmacy, 14 in the Medical, and 16 in the Dental. This University is losing its hold on Ohio academical students.

—THE officers of the Hamilton-County Teachers' Association elected at the meeting September 14, were J. Perlee Cummins, of Riverside, Pres.; John Logan, of Gravelotte, Sec.; A. B. Johnson, of Avondale, Treas.; J. C. Heywood, of Newtown, Horace Hearn, of Cheviot, and H. B. McClure, of Glendale, Executive Committee.

—To offset a recent decision of the Hon. S. M. Etter, State Superintendent of Illinois, that a teacher has no jurisdiction over pupils going to or from the school premises, we have a Supreme-Court decision that the jurisdiction of the teacher is absolute in school, the parents', at home, and teacher's and parents', concurrent between school and home.

—THE Lemon Township (Butler Co.) Teachers' Association held a meeting October 26. Peter Holly read a paper on "Progress," Mr. Jeffries one on "Government," H. Aubly one on "Thoroughness." C. Williams gave a reading. R. M. Mitchell lectured on the "Participle," and Mary Auld read an essay on "Culture." The meeting adjourned to meet in Trenton, Nov. 23.

—TEACHERS in selecting periodical literature for the coming year should not forget the North-American Review, the Popular-Science Monthly, Scribner's Monthly, St. Nicholas, Wide Awake, Littell's Living

Age, the Eclectic, the National Repository, the American Naturalist, the Western, and the New-York Observer, which are all first class in their respective spheres.

—THE Warren-County Teachers' Association met in Lebanon, Ohio, October 26. Frank Cunningham's Inaugural was followed by a paper on the verb "To be," by L. F. Coleman. Miss Lovella John presented her B Class, giving ten examples in percentage. H. Bennett read a paper on the "Ungraded Schools," which was discussed by J. F. Lukens. The Association adjourned to meet in Harveysburgh, November 30.

—THERE are four State Teachers' Associations in Missouri. Each will meet December 26 and 27, the Missouri Valley State Teachers' Association in Kansas City, The Northeast-Missouri State Teachers' Association in Macon City, the Southwest Missouri State Teachers' Association in Springfield, and the Southeast State Teachers' Association in Farmington. Why these associations are called State Associations we are unable to see.

—THE Eastern-Ohio Teachers' Association was announced to meet in Cambridge, Nov. 29, 30. The Cambridge Times last month stated that a large attendance of prominent educators of the State was expected, among whom it mentioned John Ogden, Dr. I. W. Andrews, Alex. Forbes, the Hon. J. J. Burns, Superintendents Lash, Myers, Henry, and others. The members of the General Assembly for Eastern Ohio were invited to be present.

—THE Akron Beacon of Nov. 13, contains Sam. Findley's Decennila Report of the Akron Public Schools. The total enrolment last year was 2747, of whom 207 were in the High School. The school census in September last year was 4429. The average age July 1, 1878, of the A grade in the High School was 18.6 years, of the B, 17.5, and of the C, 16.6. The whole report is full of minute and interesting statistics. We presume it will be published in pamphlet form.

—THE previously-announced programme of the Sandusky-County Teachers' Association to meet in Fremont, November 23, was as follows:—"Orthography," J. B. Loveland; "History in Common Schools," — Bennett; "Then and Now," Bert Lemmon; "Grammar," C. W. Oakes; "School Government," S. G. Cosgrove; "Astronomical Geography," W. W. Ross; "The Wants of Ungraded Schools," General Discussion. Six exercises in music were also announced.

—THE Fourth Regular session of the Tri-State Teachers' Association will be held in Toledo, December 7. Programme:—"Pronunciation and Spelling Reform," by W. I. Squire, and discussion by the Rev. Dr. Bacon; "Education of the Masses" by J. F. Richard, and discussion by Austin George; "The First School Days" by Mrs. Rebecca D. Rickoff, and discussion by Wm. H. Payne; and "The School System of Indiana" by Geo. P. Brown, and discussion by Lucius B. Swift.

—THE Summit-County Teachers' Association met in Akron, October 26. S. H. Herriman, of Richfield, read a paper on "Our Common Schools,"

which he was requested to furnish for publication in the county papers. In the afternoon S. Findley gave an hour's talk on "School Government." Chas. Fillius and Miss M. C. Andrews discussed the question, "Should there be any difference in the compensation of gentlemen and lady teachers." Mr. Herriman's paper was historical as well as suggestive as to what should be done to improve our schools.

—THE Knox-County Teachers' Association held a session in Mt. Liberty. About fifty persons were present. Prof. Tappan, the President, gave an historical account of school legislation, so far as it related to townships and sub-districts. Miss Dunlap gave her method of teaching geography and Mr. Merrin gave a programme of a day's school work. The subjects were discussed by Messrs. Morris, Sudduth, and others. The President presented the plan of the Ungraded-School Section of the Ohio Teachers' Association, and asked for aid in calling a meeting in Knox County. Adjourned to meet Nov. 23, in Bladensburg.

—THE Preble-County Teachers' Association was held November 9. C. E. McVey, of Mt. Healthy, lectured on specific gravity, and illustrated his lecture with apparatus made by himself. The subject was discussed by Oscar Sheppard. Walter Sayler lectured on "The Conflict of Science and Religion." M. D. Tyrrell talked on Decimal Fractions. Van Baker, of Sidney, read a paper on the "Labors of Literature," which was discussed by L. D. Brown. The question "What shall we do with our Public Libraries" was discussed in quite a spirited way, and it was decided that the books should not be burned as had been proposed. Complaint has been made that ladies take no part in these meetings.

—"PROGRAMME of Exercises of Monthly meeting of Union County Teachers' Association, held in Richwood, Nov. 16, 1878:

10½ o'clock A. M. Business meeting. 'Like Teacher, like School,' paper by Miss May Kezerta; 'Shakespeare and his Contemporaries,' paper by Miss Mary Lee, of the Marysville schools.

1½ o'clock P. M. 'County Supervision,' paper by Cyrus Huling, Principal of Marysville High School; discussion to be opened by A. J. Blake, of Richwood Bank; 'Township vs. Sub-District organization,' paper by R. M. Boggs, Superintendent of Richwood Public Schools. Discussion, 'Course of Study for Sub-District Schools, and Educational Department in County Fair,' by W. H. Cole, Sup't of Marysville Public Schools."

—THE previously-announced programme for the meeting of the Eastern-Ohio Teachers' Association, in Cambridge, Nov. 29, and 30, provided for an Address of Welcome by Miss Annie Means, Assistant in the Cambridge High School; an Inaugural Address ("The Unwritten Lessons of the School") by the Hon. J. J. Burns, papers by W. D. Lash ("To be Educated"), Dr. I. W. Andrews ("The Work of the Teacher"), W. J. Myera ("The Teacher and the Class"), Alex. Forbes ("Burns"), E. E. Henry ("Strategy"), John Ogden ("The Science of Education"), and Mrs. Katharine Gray ("Vocal and Physical Culture"); also for a discussion on Friday evening on "Ungraded Schools," and an Address on Saturday morning by Senator R. G. Richards, author of the Compulsory-Education law.

—THE Tri-State Teachers' Association held its third session at Toledo, October 5. The attendance was smaller than usual. The Rev. Dr. Bacon of Toledo, read a paper on the "Spelling Reform," which was discussed by U. T. Curran, of Sandusky, Cyrus Smith, of Jackson, the Hon. J. J. Burns, Prof. Edward Olney, W. J. Squires, of Toledo, and others. H. M. Parker read a paper on the "Defects and Wants of Ungraded Schools of Ohio," which was discussed by Messrs. McDonald, Cosgrove, Burns, and others. Austin George, of Kalamazoo, read a paper on "Grading and Promotion," in which he advocated more frequent promotions than yearly ones. The National Commissioner of Education, Gen. Eaton, being present, addressed the Association. The exercises were interspersed with music. The meeting adjourned to meet the first Saturday in December. W. W. Ross, Pres., H. H. Wright, Sec.

—THE proceedings of the grand educational rally for the 4th Congressional district at Marysville, October 19, has been published in a pamphlet of 16 pages. It contains outlines of the addresses of Gov. Bishop and R. W. Stevenson, and letters from Dr. John Hancock, the Hon. J. J. Burns, the Hon. T. W. Harvey, the Hon. E. E. White, the Hon. J. Warren Keifer, the Hon. J. H. Oglevee, and the Hon. Thos. A. Cowgill. It also contains a Course of Study for Sub-district Schools, etc. The opening address of J. S. Campbell ("The Common Schools—what they are and what they should be") was received too late for publication, nor do the address of the Rev. Dr. Payne ("The Requisites for Citizenship"), and the paper of Cyrus Huling ("Grading Country Schools"), discussed by Messrs. Callihan, G. W. Snyder, Woodworth, and Bain, and Mrs. Hanover, appear. The meeting was an excellent one and much good was done. We regret that we have to omit allusion to the other interesting exercises of the occasion.

—THE following are the names of the delegates for the 19th Congressional District, chosen at Warren, October 19:—

Ashtabula County—E. J. Graves, Harpersfield; Supt. Durstein, Conneaut; Jay P. Treat, Geneva. Alternates—J. Tuckerman, Austinburg; A. L. Arner, Jefferson; H. A. Andrew, Pierpont.

Mahoning County—A. J. Woolf, Youngstown; H. A. Manchester, Canfield; Reuben McMillan, Youngstown. Alternates—James M. Dickson, Youngstown; Rev. Dr. Wm. Dickson, Poland; C. E. Hitchcock, Canfield.

Trumbull County—Geo. P. Hunter, Warren; T. H. Bulla, Niles; W. N. Wight, Kinsman. Alternates—D. O. Ghormley, Cortland; L. L. Campbell, Mineral Ridge; A. Wayne Kennedy, Girard.

Geauga County—Edward Truman, E. J. Thwing, A. C. Burton. Alternates—H. C. Durfee, John Bower, C. W. Carroll.

Lake County—Hon. T. W. Harvey, W. W. Gist, James Shepherd. Alternates—A. G. Reynolds, H. Harper, R. L. Stillman.

—THE Clinton-County Teachers' Association met in Martinsville, November 9. In the forenoon queries were assigned by the President, S. W. Layman, to T. J. Moon, A. Hunt, F. Boring, Ed. West, J. Baker, H. T. Bateman, W. D. Moore, J. C. Moon, S. H. Fish, Mr. Hockett, and Misses Walker, Puckett, and Stotler. In the afternoon the question, "Is a teacher justified in making pecuniary matters his chief aim in his pro-

fession?" was discussed by Ruth Stotler and Belle Purdy. The former in her report as Secretary, said, "Miss Purdy's paper was well prepared, and finely delivered, and very interesting." The discussion was continued by S. H. Fish. J. Baker, of Morrisville, read a paper on "The Public Schools of the United States," which was discussed by Mr. Hockett. T. J. Moon and pupils of the B Primary of his school gave an interesting exercise in geography. A. Hunt read a paper on "County Superintendency," which was discussed by Messrs. Bishop, Boring, Fish, Moon (J. C.), Hockett, and Moore. Queries were next discussed. Music was furnished by Mr. Hockett and the Moon brothers.

—THE last inset that we inserted in this journal a year ago we paid full rate postage for, namely eight cents a pound. This was done in accordance with a post-office ruling. We have declined to insert any more. Some of our contemporaries, however, still insert them. Do they pay 8 cents a pound on their issues? Or are they getting them through at 3 cents a pound? We visited the Department at Washington last December and referred the matter to Judge Bissell, assistant legal counsel of the Post-Office Department and have acted according to his ruling.

—THE Educational Convention for the Ninth Congressional District in behalf of Ungraded Schools, was held under the management of Vice-President, J. P. Patterson, at Washington C. H., November 9. The Hon. H. V. Kerr, the first Superintendent of Clermont Co., presided. He gave a humorous account of his early experiences. Addresses were made by the Hon. J. J. Burns, R. W. Stevenson, and Dr. John Hancock. County Supervision and the pure Township system were endorsed after a vigorous discussion by Dr. J. Hancock, Col. H. B. Maynard, G. W. Frambes, M. H. Lewis, the Hon. W. Millikin, H. H. Edwards, and Geo. Hamilton. Mr. Hamilton spoke against supervision. Letters were read from J. B. Peaslee, W. J. White, Alston Ellis, J. S. Campbell, W. W. Locke, G. W. Mackinnon, Senator J. W. Owens, of Newark, and Representative George W. Wilson, of London. Delegates appointed to attend Columbus meeting:—Madison Co., A. E. Hutchinson, Thos. H. Todd, and G. B. Cannon; Franklin Co., E. H. Cook, D. G. Snyder, and A. B. Coit; Pickaway Co., Albert Roose, Ira McAllister, and M. H. Lewis; Delaware Co., J. S. Campbell, with power to choose two others; Fayette Co., F. M. Allen, M. E. Hard, and E. H. Mask.

—At the last meeting of the Central-Ohio Teachers' Association, in Dayton, October 25, 26, C. L. Bauman, President of the Dayton School Board welcomed the Association, after which Dr. John Hancock delivered an Inaugural Address. Alston Ellis's paper on (against) Compulsory Education elicited some discussion. J. P. Patterson replied in favor of the System. H. P. Ufford's paper on "Pedagogical Delusions" was characterized as amusing. The paper was discussed by P. J. Carmichael. The Association on Saturday afternoon visited the Soldiers' Home on invitation of Gov. Brown, of the Home, and on Friday evening by invitation attended a rehearsal of the Philharmonic Society. L. D. Brown's paper on "Literature in the Public Schools," read Saturday was discussed by

E. H. Cook, M. S. Campbell's paper on "Ethics in the Schoolroom" by J. P. Weston, and Miss Jane W. Blackwood's paper on "The Discipline of Teaching," by the Hon. J. J. Burns. Officers elected:—Pres., E. H. Cook, Vice-Pres., Jane W. Blackwood, Sec., W. H. Weir, and Ex. Com., L. D. Brown, M. S. Campbell, and J. P. Patterson. Resolutions in favor of a State Normal School and County Supervision were passed. It is said 104 teachers went from Columbus to the Association.

PERSONAL.

—PROF. W. F. PHELPS is again a resident of Winona, Minn.

—A. J. SMITH is Principal of the Public Schools of Norwich, Ohio.

—G. W. DE VORE is Principal of the Public Schools of Maineville Ohio.

—S. W. LAYMAN is Principal of the Public Schools of New Antioch, Ohio.

—H. B. SCOTT is Superintendent of the Public Schools of Middleport, Ohio.

—CORNELIUS A. GOWER has been elected State Superintendent of Michigan.

—AGNES SCOTT of Tiffin has been admitted to the bar by the Supreme Court of Ohio.

—MARY OWEN BURGESS is the Principal of the Public Schools of Harveysburgh, Warren Co., Ohio.

—C. K. WELLS is this year Principal of the Marietta High School. He graduated at Marietta College in 1874.

—R. D. SHANNON has been re-elected State Superintendent of Public Instruction in Missouri by a large majority.

—T. A. POLLOK of Camden, Ohio, has our thanks for a set of the Preble County examination questions for November.

—PROF. S. S. HAMILL is teaching elocution to a class of nearly 200 professors, students, and ministers, in Delaware, Ohio.

—JAS. P. SLADE has been elected as successor to the Hon. S. M. Etter as State Superintendent of Public Instruction in Illinois.

—W. H. NUSE has charge of the Public Schools at Terre Haute, Clark Co., Ohio. He had charge of the same schools last winter.

—JOHN MICKLEBOROUGH, formerly Principal of the Fifth District School in Cincinnati, is now Principal of the Cincinnati Normal School.

—J. M. OLCOTT of Indianapolis, Ind., has retired from his position as Agent for Harper and Brothers. A. C. Shortridge takes his place.

—A. J. SPRIGGS is Principal of the Centre Township (Noble Co.) High School at Sarahsville. A five months' term opened November 11th.

—F. G. STEELE, teacher of Drawing in the Public Schools of Wooster has been chosen as Captain of a new military company in that place.

—PROF. ASA GRAY has been elected a corresponding member of the French Academy, receiving 32 out of 40 votes. Chas. Darwin received 5 votes.

—CHAS. FILLIUS of Akron, last year Superintendent of the Public Schools of Canfield, has been admitted to practice in the Supreme Court of Ohio.

—JAS. R. CONNER, last year Superintendent of the Public Schools of Georgetown, Ohio, has become editor and proprietor of the Lebanon Journal, Ill.

—THE HON. JAS. H. Smart has been elected for the third time State Superintendent of Instruction in Indiana. He ran more than 1700 ahead of his ticket.

—J. C. KINNEY of Loveland, Clermont Co., and T. A. Pollok of Camden, Preble Co., took part in the Hamilton-County Teachers' Association, September 14.

—A. D. HOPPER of Sharon has been chosen Superintendent of the Public Schools of Williamsburg (Batesville P. O.) in place of John H. Brown, elected Probate Judge.

—PROF. JAMES C. WATSON of Ann Arbor has accepted the call to the Chair of Astronomy in the Wisconsin State University and the Directorship of the Washburn Observatory.

—MELVILL DEWEY, Secretary of the Metric Bureau, took unto himself a wife, October 19. In this case the "meet-her" (*metre*) system has received not merely a permissive but a binding legal sanction.

—T. C. H. VANCE, Editor of the *Eclectic Teacher*, has announced himself as a candidate before the next Democratic State Convention of Kentucky for the office of State Superintendent of Public Instruction.

—MRS. HIRAM HADLEY's death was announced in the November issue of the Indiana School Journal. She was a woman of sterling qualities. We first became acquainted with her more than twenty years ago.

—GEO. J. LUCKEY at the Pittsburgh City Institute in August last delivered an address entitled "Stray Thought" which was replete with excellent hints. We hope to be able at some time to publish all or a portion of it.

—W. A. JONES some time ago, on account of ill health, tendered his resignation as Principal of the Indiana State Normal School at Terre Haute. It was not accepted but he was granted leave of absence until his health shall be restored.

—H. R. CHITTENDEN, Superintendent of the Public Schools of Oberlin, has been prevented from giving constant attention to his school duties on account of ill health. He presented his annual report to the Board, November 4, which was published in the Oberlin *Weekly News* of November 8.

—CHAS. HAMMOND of Munson, Mass., died November 7, after a lingering illness of eight weeks. Mr. Hammond was one of New-England's prominent educators. We became acquainted with him as a member of the National Educational Association and this acquaintance led us to consider him as an earnest but wisely conservative teacher.

—PROF. E. S. GREGORY, who has for ten years or more been Principal of the Rayen School at Youngstown has moved to Hudson. He had charge of the school for the fall term. A. J. Michael elected last summer now succeeds him. Prof. Gregory will no doubt find a congenial atmosphere at Hudson, his home before going to Youngstown.

—H. M. PARKER, Superintendent of the Public Schools of Elyria, has done much to acquaint himself with the condition and wants of the rural schools and should by all means be put on the programme for the mass meeting in Columbus. He not only took a chief part in the organization of the Ungraded-School Section of the Ohio Teachers' Association, but as Vice-President organized the first Congressional-District meeting.

—JOHN W. DOWD as late chairman of the Executive Committee of the Central Ohio Teachers' Association makes his defence against the nameless superintendent referred to last month, by saying that for years it has been tacitly understood that the Association shall meet the last Friday and Saturday of October, that notice was given in the *Cincinnati Gazette*, *Commercial*, and *Enquirer*, that the programme was published in full in the editorial page of the *Commercial*, and that notices were also given in the papers of Chillicothe, Springfield, Dayton, and Columbus. He closes up with some sarcastic remarks, all of which furnish no excuse for not sending a notice to the *Monthly*. It must be remembered that there are some excellent superintendents that do very little reading of the wicked daily papers.

INSTITUTES.

PREBLE Co.—Place, Eaton; time of beginning, August 19; duration, one week; enrolment, upwards of 180, besides a large attendance of citizens; instructors, Alston Ellis ("Arithmetic" and "Geography"), Oscar Sheppard ("Grammar" and "Civil Government"), L. D. Brown ("Orthography" and "Examinations"), T. A. Pollok ("Reading" and "Penmanship"), J. B. Munger ("music"), and G. C. Dasher ("Physics"); lecturers, day and evening, Alston Ellis ("The Relation of Education and Patriotism"), T. A. Pollok ("Physical Development"), Rev. Mr. Reynolds ("Socrates"), and Elam Fisher ("The Need of Self-Sacrifice in every Good Work of Life"). Mrs. T. A. Pollok presided.

ALLEN Co.—Place, Lima; time of beginning, August 26; duration, one week; enrolment, —?; instructors, Geo. W. Walker, S. D. Crites, C. C. Ludwig, and Andrew Baker. Geo. P. Brown, late Superintendent of the Indianapolis Public Schools, was present one afternoon, giving some instruction and lecturing in the evening. The Institute was one of the liveliest ever held in the County.

COLUMBIANA Co.—Place, Salem: time of beginning, November 4; duration, one week; enrolment, 140 exclusive of visitors, who were numerous; instruction, Alex. Forbes, W. D. Henkle, A. Schuyler, Platt R. Spencer, and John Ogden; evening lecturers, Alex. Forbes, A. Schuyler, and John Ogden. At the Reunion on Monday evening short speeches were made by Alex. Forbes, the Hon. J. K. Rukenbrod, Dr. Davidson, I. P. Hole, Miss S. A. Platt, Jacob Heaton, and others. A resolution requesting the Probate Court to appoint practical teachers as examiners was adopted unanimously. The next meeting will be the first week of November, 1879, in Columbiana. The teachers of Wellsville and East Liverpool failed to attend the Institute this year.

FULTON Co.—Place, Delta; time of beginning, October 28; duration, one week; enrolment, 171; instructors, J. J. Burns, of Columbus (theory and practice), J. E. Sater, of Wauseon (grammar, geography, U. S. Constitution, arithmetic), Miss Callie Vinyard, of Hillsdale, Mich. (reading), Rev. Bacon, of Toledo, discussed the spelling reform, Wm. Tait, of Fayette, common fractions, and Samuel Cosgrove, of Brooklyn, read an essay (Teachers' Requisites). Evening lecturers, Rev. R. R. Davies, of Wauseon (Science and Religion), J. J. Burns (Schoolmaster's English), J. E. Sater (Work of Common Schools), N. W. Jewell, of Wauseon (Loaf of Bread), elocutionary entertainment, Miss Vinyard. Institute pronounced one of the best ever held in the county. Next place of holding, Wauseon. Officers elected:—President, John McConkie; Vice-Presidents, W. P. Cowan, Wm. Tait, H. Prettyman; Secretary, B. F. Grover; Executive Committee, B. Brink, S. E. G. Keith, J. E. Sater."

JEFFERSON Co.—Place, Smithfield; time of beginning, August 26; duration, one week; enrolment, 81; instructors, Prof. E. T. Tappan, of Kenyon College (arithmetic and geography), Mrs. Case, of Columbus (primary reading and phonics). Two evening lectures by Prof. Tappan ("The Stars," and "Instruction in Morals"). Lectures (Grammar), M. R. Andrews, of Steubenville, and J. L. Robb, of Cadiz. Officers elected:—W. M. White. Pres.; D. W. Matlack, Vice-Pres.; Margaret Sutherland, Sec.; Martha J. Leslie, W. H. Stubbins, and A. R. Ong, Executive Committee.

JULIA C. LINN, Sec.

CUYAHOGA Co.—Place, Chagrin Falls; time of beginning, October 26; duration, one week; enrolment, about 150; instructor, Col. De Wolf, of Hudson; evening lecturers, Col. De Wolf, Rev. Dr. Wallace, of Wooster, and Virgil P. Kline, of Cleveland. Hon. J. J. Burns was expected but illness prevented his attending. Officers elected:—Pres., M. A. Sprague; Vice-Pres., C. F. Stokey; Secretary, W. R. Coates. Executive Committee; W. V. Gage (sec.), F. O. Cosgrove, R. C. Smith, S. P. Merrill (chairman), C. O. Bartlett.

KNOX Co.—Place, Fredricktown; time of beginning, August 19; duration, one week; enrolment, —?; instructors, John Hancock and J. C. Hartzler; evening lecturers, the same. The Rev. Mr. Ferguson, of Fredricktown, was a regular attendant day and evening, and made several

short speeches which were well received. Officers elected:—President, E. T. Tappan; Secretary, J. C. Merrin; Treasurer, B. T. Morris. The institute decided unanimously to meet next year in Gambier.

BOOK NOTICES.

ONE HUNDRED CHOICE SELECTIONS IN POETRY AND PROSE. No. 16. Published by P. Garrett & Co., 708 Chestnut St., Philadelphia. Price, in paper, 30 cents.

In all the 1600 selections now published there are no repetitions. The bare announcement of the publication of No. 16 will be of interest to those who are acquainted with previous numbers which have been so popular. These numbers answer the question where can I get something to speak?

OUTLINES of a Complete System of Pedagogical Science, prepared for the use of Normal Schools, Normal Classes, Teachers' Institutes, and Private Learners. By John Ogden, A. M., Author of "Science of Education and Art of Teaching." Principal of the Ohio Central Normal School, Worthington, Ohio. Columbus, Ohio: Gazette Steam Printing House. 1878.

We have not had time to give this work a critical examination, but suggest to all interested to procure a copy and give it a close examination.

MUSICAL HINTS for the Million, by Karl Merz, Editor of Brainard's Musical World. Price 20 cts. Published by S. Brainard's Sons, Cleveland, Ohio. Pages 216.

This is a very suggestive little book. It should be in the hands of every lover of music. It contains 434 paragraphs of hints, some of them filling a whole page.

COMPLETE INTELLECTUAL ARITHMETIC; adapted to classes in Grammar Schools and Academies. By Jas. B. Thompson, LL. D. New York: Clark & Maynard, Publishers, 5, Barclay St. 1877. Pages 16. Copy for examination sent for 20 cents.

This book is bound in cloth. It aims to avoid the puerile exercises of counting the fingers, and unwieldy combinations, to give a wider range of subjects and greater variety of examples, and a fuller exemplification of the Principles of Business Arithmetic. The metric measures and weights are illustrated by diagrams. The publishers deliver these books to any part of the United States express charges paid for 25 cents a copy, or furnish for exchange at 15 cents a copy.

FRANCIS MURPHY'S GOSPEL TEMPERANCE HYMNAL. Rev. J. E. Rankin, D. D., and Rev. E. S. Lorenz, Editors. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Pages 128. Price by mail, postpaid, 50 cts.

To persons who are interested in Christian temperance work the bare mention of the fact that such a work as the above has been prepared at Mr. Murphy's suggestion will be sufficient to interest them in procuring it.

COMMON-SCHOOL LAW. A Digest of the Provisions of Statute and Common Law as to the relations of the Teacher to the Pupil, the Parent, and the District. With Four Hundred References to the Legal Decisions in Twenty-one different States; to which are added the Eight Hundred Questions given at the first five New-York Examinations for State Certificates. By C. W. Bardeen, Editor of the School Bulletin. Fourth Edition, entirely rewritten. Syracuse, N. Y.: Davis, Bardeen & Co., Publishers. New York: Baker, Pratt & Co. Copyright, 1878, by C. W. Bardeen. Pages, 95, lviii.

The title of this book suggests its usefulness. Mr. Bardeen has done his work well. School questions are in many districts constantly arising. In this book can be found answers to many such questions. It is a general fact, however, that the exciting questions often springing up in a school district arise from stubbornness, and want of tact upon the part of teachers. Occasionally, however, the teacher is not at fault and he must defend his rights. This book will show what they are.

GRAMMAR-LAND; or, Grammar in Fun for the Children of Schoolroom-shire. By M. L. Nesbitt. With Frontispiece and Initials by F. Waddy. New York: Henry Holt & Co. 1878. Pages 120.

This is the third edition of this attractive book. It is astonishing how much fun the author has succeeded in finding in what is considered the dry technicalities of grammar. This has been done by personification. Here we have Judge Grammar, Mr. Noun, Mr. Pronoun, Mr. Adjective, Dr. Verb, and Sergeant Parsing. Chapter VI. has for its title, "Mr. Adjective tried for Stealing," and Chapter VII., "The Quarrel between Mr. Pronoun and Mr. Adjective, and Little Interjection." The illustrations add much to the appearance of the book. We commend it to all teachers and pupils fond of fun.

THE NEW BRYANT AND STRATTON COUNTING-HOUSE BOOK-KEEPING; embracing the Theory and Practice of Accounts; and adapted to the use of Business Colleges, the Higher Grades of Public and Private Schools, and to Self-Instruction. By S. S. Packard, New York, Proprietor of Packard's Business College; and H. B. Bryant, Chicago, Founder of the Bryant and Stratton Chain and Business Colleges. Ivison, Blakeman, Taylor & Co., New York and Chicago. 1878. Pages 304.

This book is intended to supplant the former work first published in 1863. Indeed, it is an entirely new work based upon a different plan which has been the outgrowth of experience and study. No such voluminous work has as yet been published so far as we know. We advise all teachers interested to examine it.

PARIS UNIVERSAL EXPOSITION. MDCCCLXXVIII. The Catalogue of the United States Collective Exhibition of Education. Compiled by John D. Philbrick and published by Direction of the Commissioner-General. London: Printed at the Chiswick Press. MDCCCLXXVIII.

This is a little work of 123 pages. In the first part is the "Statement of the Theory of Education in the United States," prepared four years ago by Duane Doty and W. T. Harris. The rest of the book is an alphabetic list of all exhibitors and a statement of the things exhibited. We are glad that Mr. Philbrick has prepared the book because it is a convenient one for reference.

FOURTEEN WEEKS IN PHYSICS. By J. Dorman Steele. A. S. Barnes & Co., New York, Chicago, and New Orleans. 1879. Pages 305. Price by mail, postpaid, \$1.25.

This edition of the work is a thorough revision printed on new plates. The illustrations are numerous and beautiful. Some of the interesting features of the book are the "Practical Questions," Summaries, Historical Sketches, and Footnotes. Twenty pages are devoted to illustrations of blackboard drawings. Mr. Steele's previous work on Natural Philosophy attracted much attention, and this will not fail to be considered an improvement.

A ONE TERM'S COURSE IN LATIN, or the Study of Latin Simplified and Condensed; adapted to any Grammar, Reader, or Method; designed to thoroughly drill the pupil in Latin and prepare him for the study of a Latin author, in one term or less, according to age and capacity. By James P. Hoyt, A. M., Principal of Academy, Newtown, Conn., Author of "Outline of a New Method with English." Copies of this "Latin Course" and of the English Outline are furnished by the Author or Publishers. Price 20 cents each, \$2 per dozen. New York: A. S. Barnes & Co. 1878. Pages 19.

We dare not pronounce this plan impracticable for the author says "All I ask is, that until you have carefully examined this plan, and read it twice, and thought it over ten times, and *tried* it, you will not pronounce it impracticable. We have not done these things. We call the author's attention to the position of the word *thoroughly* on the title-page.

DAVIES AND PECK'S UNITED COURSE OF ELEMENTARY ARITHMETIC, ORAL AND WRITTEN. By Wm. G. Peck, Ph. D., LL. D., Professor of Mathematics and Astronomy in Columbia College, and of Mechanics in the School of Mines. A. S. Barnes & Co., New York, Chicago, and New Orleans, Publishers. Pages 238. Price by mail, postage prepaid, 60 cts.

This volume is intended as the first of a Two-Book Course in Arithmetic. The author says he has aimed to make it educational, practical, and adaptable to the capacity of any child whose mind is sufficiently mature to commence the study of arithmetic. The book is printed on excellent paper and contains numerous cuts. The answers are placed at the back of the book. A plan that many teachers like.

INDEPENDENT SERIES. Watson's Complete Speller, Oral and Written. By J. Madison Watson, A. S. Barnes & Co., New York, Chicago, and New Orleans. 1878. Pages 112. Price by mail 25 cts.

The words in this book are in part classified according to the subjects, sciences, or arts to which the words relate. It is emphatically a pronouncing spelling-book, diacritical marks being used in abundance. The word *macron* is spelled on page 154 "*mackron*." This is doubtless an oversight.

HOW TO BE PLUMP: or Talks on Physiological Feeding. By T. C. Duncan, M. D., Editor of the United-States Medical Investigator, Author of Diseases of Infants and Children, with their Homœopathic Treatment, etc. Chicago: Duncan Brothers, Publishers. 1878. Pages 60. Price 50c.

Extremes often meet. Our newspapers now contain an Anti-Fat advertisement. We have here a little book that claims to show us how to get fat. The following are the titles of the seven chapters of this little book:—"How I became Plump," "Leanness a Disease," "The Healthy or Physiological Standard," "The Importance of Water," "The Value of

Fat," "The Necessity for Starchy Foods and Sweets," and "How to Become Plump." We don't vouch for the author's antidote to leanness, but we do say that if all of our cadaverous looking school teachers should flesh up a little the children and their older friends would see more of them to love.

THE SPELLING GAME. Progress Publishing Co., 371 Broadway, Brooklyn, N. Y. Price by mail 25 cts.

On little squares of salmon-colored cardboard about three-fourths of an inch on a side is printed a letter. There are nearly three hundred of these. The letters are drawn at random by the players or dealt out to them after shuffling. The one who first succeeds in forming eight words with his letters wins the game. It will certainly sharpen the wits of children and lead them to learn new words.

THE GERMANIA AND AGRICOLA OF CAIUS CORNELIUS TACITUS. With Notes for Colleges. By W. S. Tyler, Williston Professor of Greek in Amherst College. New Edition, with Revisions and Additions. By Henry M. Tyler, Professor of Latin and Greek in Smith College, at Northampton, New York. D. Appleton & Co. 1878. Pages 216. C. B. Ruggles' Agent, Cleveland, Ohio.

The first edition of this work appeared in 1847, and a first revised edition in 1852. This second revision has been made by Henry M. Tyler, but under his father's supervision. The text has been revised to bring it within the demands of modern scholarship. The Introductions have been enlarged and enriched with new materials, and the notes have been amended both by omissions and additions. They fill 142 pages. The Life of Tacitus fills 14 pages.

ILLUSTRATED LESSONS IN OUR LANGUAGE: or How to Speak and Write Correctly. Designed to teach English Grammar, without its Technicalities. By G. P. Quackenbos, LL. D. New York: D. Appleton & Co. 1878. Pages 180.

This is an excellent little book for language teaching, and we commend it to the attention of teachers, but we have been unable to see why the title-page contains the words "Designed to teach English Grammar without its Technicalities," since the book uses the words *noun*, *adjective*, *pronoun*, *verb*, *participle*, *clause*, etc.

AMERICAN COLLEGE DIRECTORY AND UNIVERSAL CATALOGUE. A Handbook of Education, containing Name, Location, Size of Faculty, Length of Course, Management, Size of Library, Annual Tuition, Price of Board, Number and Classification of Students, Age, Value of Apparatus, Grounds, Buildings and Endowments, Names and Titles of Presiding Officers, etc., for all the Colleges, Seminaries, Academies, Normal, Commercial, Law.

THEOLOGICAL, MEDICAL, DENTAL, PHARMACEUTICAL, SCIENTIFIC, ART AND INDUSTRIAL SCHOOLS,—Deaf and Dumb And Blind Asylums. Vol. II.—1878. C. H. Evans & Co., St. Louis, Mo. Pages 112. Sent free on receipt of 10 cts., by C. H. Evans & Co., 411, N. 3d Street, St. Louis.

This book contains 2650 entries. It is exceedingly valuable for reference notwithstanding the fact that it is a year behind the times and contains numerous mistakes, which are almost unavoidable in so large an undertaking.



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